Subcomponent	Objective	Coverage & Priority	Implementation Steps
Component 2: Support to Schools through Human Resource Development (US$ 11.5 million)			
2.1 Teacher Training (US$ 7 million)	To improve the subject content knowledge and pedagogical skills of teachers (and certify untrained teachers) by implementing a national competency-based teacher development framework. To support multi-stakeholder program on teacher education.	Start with ten provinces (where school grants are implemented) in the first and second years, and expand to other provinces in the third year. Priority will be given to female teachers.	(1) MOE with help from experts develops teaching standards; (2) MOE develops a common teacher education curriculum with local adaptability; (3) MOE develops a national in-service training system and program, and competency-based teacher certification modules; (4) MOE with various partners (NGOs, University of Education , etc.) implements in-service teacher training activities, by bringing teacher training closer to schools and using mobile teams, teacher resource room attached to schools, etc.
2.2 Development of School Principals (US$ 1.5 million)	To enhance the capacity of school principals as administrators/ managers and instructional leaders. (MOE will apply for the "Priority Restructuring Reform" process for school principals to improve their social and economic status.)	Ten provinces where School Grants (Component 1) are being provided. Priority will be given to female principals.	(1) Define and enhance the responsibility and accountability of school principals; (2) Develop selection criteria and training modules; (3) Develop training programs for school principals as administrators/managers and instructional leaders; (4) Train master trainers and/or contract out to NGO trainers; (5) Provide training at Province- and District-level plus cross fertilization through school principals workshops, etc.
2.3 Capacity Building of District and Provincial Education Departments (US$ 3 million)	To streamline the functions of PEDs and DEDs and enhance their capacities to do the job effectively.	Start with five provinces in the first year, and expand to five others from the second year.	(1) Review of the current function and institutional capacity of PEDs and DEDs; (2) Define and enhance the responsibility and accountability structure of PEDs and DEDs; (3) Develop training modules and system for key functions; (4)

Subcomponent	Objective	Coverage & Priority	Implementation Steps
			Train master trainers and/or contract out to NGO trainers; (5) Carry out training at Province- and District-level with cross fertilization through study visits to other provinces; and (6) Provide institutional development grants to PEDs and DEDs. Grant amounts would be decided using a formula with both fixed and per capita components.
Component 3: Policy Development and M&E (US$ 2.5 million)			
3.1. Policy Development (US$ 1 million)	To strengthen the linkage between budget preparation, program implementation and policy development. To build the capacity of the MOE for effective policy making.	Priority for support will be given to the implementation of a medium-term policy framework, and the preparation of an annual National Development Budget.	(1) Continue key technical assistance from the ongoing project to help MOE implement a medium-term policy framework and institutional development plan, and prepare a sound National Development Budget each year; (2) Each year, MOE decides and undertakes policy-relevant topics and undertakes operational research that would feed into the decision making for policy formulation; and (3) Annually, collect data from schools and use making use data for planning and decision making.
3.2 Monitoring & Evaluation (US$ 1.5 million)	To establish and implement a practical monitoring and evaluation system for EQUIP and MOE to draw lessons in a timely fashion and feed into policy making. To assess the status of teachers (attendance and	Priority will be given to strengthen the monitoring capacity at the province and district levels.	(1) Undertake a baseline survey and follow-up surveys of program implementation at the end of year two; (2) Undertake annual surveys to monitor the cost, impact, and implementation of the school-based funding scheme, plus annual updating of the school mapping database and evaluation of construction progress; (3) Carry out teacher verification (attendance, qualifications, skills) and assessment of fund flow

Subcomponent	Objective	Coverage & Priority	Implementation Steps
	qualifications) and funds flow. To pilot assessment of students learning outcome.		including salaries; and (4) Introduce appropriate student assessment through pilot activities.

Component 1: School Grants (US$21 million)

30. Grants to schools are designed to achieve two complementary objectives through a greater emphasis on school- and community-based decision making. First, school grants will support efforts to improve teaching and learning and create effective school environments. Second, school grants will support the improvement of basic school facilities at existing government registered primary, middle and secondary schools with teachers on payroll. Priority will be given to: (a) girls schools; (b) schools with both boys' and girls' sections/shifts; and (c) boys schools which plan to open up sections/shifts for girls. The program will continue the school-level grant program that is being piloted in five provinces (Badakhshan, Bamyan, Kapisa, Logar, Parwan) under the ongoing project and will cover another five provinces in the Southern Region where girls' enrollment is low.

Component 1.1: School Grants for Quality Enhancement (US$ 10 million)

31. School Grants for quality enhancement would be provided to schools for quality improvement activities based on School Improvement Plans prepared by Parent Teachers Associations (PTAs) and/or School Management Committees (SMCs), using technical assistance provided by Provincial and District Education Departments, and NGOs active in the area. Where the National Solidarity Program is being implemented, School Management Committees would include the members of Community Development Councils in order to ensure synergy between community development and school management and avoid duplication of effort. The School Improvement Plans will outline a plan for three years with activities for the first year being more detailed. Based on the plan, a school can use the grant to finance activities such as teacher training, additional teacher support for supervision, education materials and supplies, supplementary readers, toolkits, expenditures for workshops, seminars, meetings and transportation for teachers and PTA members to participate in appropriate meetings. The grants will aim to develop healthy linkages between schools, communities and local government while supporting and empowering schools and communities as managers.

32. At the time of this program preparation, it was envisaged that other development partners would finance basic educational materials, including textbooks, for the next 2-3 years. However, if support from other development partners does not materialize, EQUIP would partially finance the provision of educational materials, including textbooks.

Component 1.2: School Grants for Infrastructure Development (US$ 11 million)

33. School Grants for infrastructure development will be provided, based on priority criteria, for the repair and rehabilitation of school facilities. These grants would also finance limited new construction of school buildings that are already registered with MOE. The communities in difficult access areas may follow traditional approaches to school design and construction methods. The program will assist MOE in reviewing technical approaches and developing guidelines on appropriate school building options. Support to communities for use of an improved building model will be provided by the Department of Construction in a limited number of selected provinces and by NGOs in other provinces.

34. During community mobilization process, the Ministry of Education will disseminate information on school grants through PEDs and DEDs, and with support of NGOs where appropriate. PEDs and DEDs will conduct a rapid needs assessment for school construction/ rehabilitation to avoid duplication of efforts and facilitate equitable distribution of support. This component will require: (a) a system of technical and social facilitators; (b) active school and community representation through PTAs/SMCs which include the members of Community Development Councils; (c) a process for technical review of the School Improvement Plan and the provision of technical assistance during grant implementation; (d) support to schools/SMCs for financial management, procurement and implementation management; (e) full transparency, through a proactive program of social audit, verbal and written disclosure (financial information posted in school); (f) an efficient, reliable and rapid system for local-level disbursements; and (g) a process of quarterly evaluation and review to adapt the plan as appropriate. Where Community Development Councils are active, they would play an important role in monitoring the progress and transparent and accountable use of funds.

35. This component activity would be closely coordinated with the National Solidarity Program, and any other school construction activities in Afghanistan, at MOE, province- and district-levels to facilitate efficient and equitable distribution of school rehabilitation/construction and promote synergy and cross-fertilization of experiences in school construction.

Component 2: Support to Schools through Institutional and Human Resource Development (US$ 11.5 million)

36. This component will provide technical and financial support for training key personnel, to enable them to carry out respective functions more effectively and to support school-based management. Training of teachers, school principals and staff of PEDs and DEDs will be the primary activity in this component supplemented by the grants provided to PEDs and DEDs for their institutional development (including infrastructure).

Component 2.1: Teacher Training (US$ 7 million)

37. This component of EQUIP will help to finance Teacher Education Program, which is jointly led by the Ministry of Education, Ministry of Higher Education, and the Academic Council of Education and supported by development partners including Denmark, Japan, UNICEF, USAID, and the World Bank. The Ministry of Education is currently developing a

national unified teacher training curriculum that is competency-based and modularized. The training is being designed to widen teachers' knowledge on subject content and develop "modern" student-centered pedagogical skills. To ensure the quality of teacher training, this component will provide systemic support for upgrading and updating of teacher trainers.

38. The implementation strategy for teacher training is to bring the training closer to schools instead of bringing teachers to Kabul or Provincial capitals, and to provide teachers with continuous support and feedback as they work. To reduce the professional isolation of teachers, particularly those in rural schools, the component will finance different implementation modalities (for example, mobile teams, use of Teacher Resource Centers attached to a school to complement a cascade model) in the ten Provinces where School Grants are to be implemented. The expansion strategy for the second and third year would be decided based on the evaluation of the first year's experience.

39. To implement the new teacher training curriculum, the core team of the Teacher Education Program and the Teacher Training Department of the MOE will be supported by a team of international and national education specialists, who are expected to bring to bear their knowledge of modern pedagogic techniques and relevant innovations.

Component 2.2: Training of Principals (US$ 1.5 million)

40. To enhance the capacity of school principals as good managers as well as effective instructional leaders, the training of school principals will be supported in this component. First, this component will support MOE in reforming the selection criteria for school principals. It will also help to define the responsibility and accountability structure of school principals, and will develop training modules to match the new functions. International good practice will be applied in redefining the functions and selection criteria, and in developing training modules. Master trainers will be trained, and trainers from NGOs will also be used to provide training at Province- and District-level and facilitate cross-fertilization, for example through organizing school principals' workshops and study visits to other provinces.

41. The Ministry of Education is currently planning to undertake the "Priority Reform and Restructuring" process for the reform of school principals to ensure a transparent and competitive selection as well as enhanced social and economic status of the school principals.

Component 2.3: Capacity Building of District and Provincial Education Departments (US$3 million)

42. The role and capacity of Provincial Education Departments to manage a quality provincial education system needs a special focus. Technical support will be provided to review and revise the terms of reference and organizational structure of PEDs and DEDs to enhance their efficiency and effectiveness. Part of their role is to oversee and coordinate the inputs provided by other agencies. While PEDs will follow the policy directives of the MOE for program implementation, they will need sufficient devolution of authority to make decisions on an agreed range of activities in order to expedite implementation. In particular, they will need to be able to approve spending (under pre-arranged ceilings) and to make decisions on the recruitment of contract staff (under pre-agreed grades and numbers) without reference to MOE.

43. Regular in-country training will be provided in areas such as planning, management and administration, recruitment of personnel, budget and financial management, accounting, educational development, and monitoring and supervision of teaching. The action plan for training at the Provincial level will include the management and administrative training required by Districts Education Departments. PEDs will also organize training programs for school principals with support from DEDs and NGOs.

44. Provincial Education Departments and District Education Departments will be provided with funds to develop institutional capacity and upgrade physical facilities. Fund amounts will be decided using a formula with both fixed and per capita components. This component will be closely coordinated with the Afghanistan Stabilization Program.[3]

Component 3: Policy Development and Monitoring and Evaluation (US$ 2.5 million)

Component 3.1: Policy Development (US$ 1 million)

45. Continuing the technical assistance provided under the ongoing education project, this component will support the Ministry of Education to implement a medium-term policy framework, and to prepare a sound National Development Budget each year. The component will also help build the capacity of MOE officials to use the Education Management Information System, that the Ministry is currently developing. It will support the annual data collection from schools in order to promote the use of data in planning and decision making. It will also support MOE in undertaking a household survey to assess the status of schooling of children, direct and indirect cost of schooling, and any other opportunities and constraints concerning education.

Component 3.2: Monitoring and Evaluation (US$ 1.5 million)

46. The Monitoring and Evaluation (M&E) component, as an integral part of EQUIP, will provide timely and adequate information to stakeholders on implementation performance, process, outputs and outcomes. It aims to provide timely feedback so that lessons can be learned in time to make mid-course adjustments where necessary. It will put in place a system to monitor and evaluate the implementation of the main interventions: teacher development, school improvement grants, rehabilitation and construction of schools, and policy development.

47. The M&E system would have four components: (a) physical and financial monitoring of implementation; (b) process monitoring; (c) post-implementation monitoring, including monitoring of the sustainability of school grant activities and financial audit; and (d) outcome evaluation. Monitoring and evaluation will be distinct processes. The interventions and achievement of program objectives will be evaluated by a third-party organization, which will

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[3] Afghanistan Stabilization Program aims to provide basic security and good governance in the districts and provinces of Afghanistan, through well-sequenced and coordinated developmental interventions focusing on security, governance, and reconstruction. Subprograms include: (a) Provincial Stabilization Fund; (b) Training and Recruitment; (c) District Infrastructure; and (d) Administrative Reform.

submit an annual evaluation report to the Grant Management Unit of MOE and the Ministry of Finance.

48. School grant activities will be monitored by SMCs/PTAs, and supervised by District Education Departments and NGOs where these work as facilitation agencies. Progress in implementing school improvement plans and the use of grants will be publicly posted at schools and/or locations for community gathering. Where they exist, Community Development Councils of the National Solidarity Program will play an important role in social audits. All project data and information in the prescribed formats will be transmitted to planning officers in PEDs and the Ministry of Finance (MOF). Planning officers would work closely with District Education Officers to prepare statistical and monthly reports for the GMU and other relevant departments of MOE, and MOF.

49. A baseline survey will be conducted at the start of the program on the basis of which progress would be monitored and assessed according to agreed targets. The data from the survey will assist in setting realistic targets to be achieved. Follow-up surveys at the end of year two and annual surveys would be conducted to monitor the cost, impact, and implementation of the school-based funding scheme, plus annual updating of the school mapping database and evaluation of construction progress.

50. The program will support the Ministry of Education in carrying out the verification of teachers – their numbers, attendance, and levels of qualifications and skills. Technical and financial support will be provided to MOE to undertake an expenditure tracking survey to assess the flow of funds, including salary payment, from central Ministries to schools.

51. Finally, EQUIP will support the Ministry of Education to carry out an assessment of learning achievements. The component will support the development of a core team, skilled in student assessment strategies, who will impart these strategies to teachers and principals as part of their training programs. The focus will be on formative assessment to enable teachers to ascertain students' learning progress and constraints on a continuing basis. The core team will also be trained in summative assessment strategies using standardized testing. An appropriate student assessment mechanism will be developed through pilot activities.

D. INSTITUTIONAL ARRANGEMENTS AND PROGRAM IMPLEMENTATION

Institutional Arrangements

52. The Ministry of Education, through its central, provincial and district departments, will be responsible for the overall execution of the program. In coordination with line departments, the Grant Management Unit (GMU) will be responsible for program monitoring, reporting and financial management. MOE will form a Program Steering Committee to set operational policy guidelines, monitor progress, and address issues. Guided by the Steering Committee, GMU will also coordinate the technical assistance, evaluation, and policy-relevant research studies to be financed under the proposed program.

53. Provincial Education Departments will be responsible for the overall management of the School Grants (Component 1). The Department of Construction will provide overall technical guidance to school construction and rehabilitation carried out through School Grants in Component 1. Close coordination will be maintained with the National Solidarity Program. MOE's Teacher Training Department will be responsible for the technical aspects of human resource development, and will lead the Teacher Education Program (Component 2). The Teacher Training Department is currently carrying out the Priority Restructuring and Reform, and the process is expected to be completed by the fall of 2004. Where necessary, MOE will contract out technical support (e.g., community mobilization) needed to strengthen the capacity of participating PEDs and DEDs to deliver the school-based program. MOE will be responsible for the procurement of goods, works, and services with assistance from the central government procurement agent in the Ministry of Reconstruction.

Table 3: Responsibilities for Program Implementation and Supervision

Sub-component Activities	Implementers	Facilitators (community mobilizers)	Primary Supervisors	Secondary Supervisors
1.1 School Grants for Quality Enhancement	Schools (PTAs, SMCs)	DEDs NGOs	PEDs	MOE-GMU
1.2 School Grants for Infrastructure Development	Schools (PTAs, SMCs) Local contractors	DEDs NGOs	Engineers in PEDs; Engineers in NGOs	MOE-DOC
2.1 Training of Teachers	Teacher trainer team of TEP TTCs NGOs		MOE-Teacher Training Department	Core team of TEP
2.2 Training of Principals	PEDs NGOs		MOE	
2.3 Capacity Building of DEDs and PEDs	DEDs PEDs		MOE	
3.1 Policy Development	Relevant departments of the MOE		MOE	
3.2 Monitoring and Evaluation	Third party monitoring and evaluation		MOE-GMU	

DEDs: District Education Departments
GMU: Grant Management Unit
PEDs: Provincial Education Departments
PTAs: Parent Teacher Associations
SMCs: School Management Committees
TEP: Teacher Education Program
TTCs: Teacher Training Colleges

54. The program would be implemented over four years. The implementation completion date would be September 30, 2008, and the grant closing date would be March 31, 2009.

Procurement

55. The Grant Management Unit (GMU) of Ministry of Education will have the overall responsibility for program implementation. An assessment of the procurement capacity of the GMU shows that it lacks adequate capacity to undertake procurement activities for the Program. Based on the findings of the assessment, and the overall public procurement environment in the country, the procurement risk for the program is considered "High." Actions have thus been agreed with GMU to minimize procurement-related risk and build GMU's procurement capacity, as detailed in Appendix II. Procurement under the Program will be carried out primarily by the government central procurement unit in the Ministry of Reconstruction with technical inputs from GMU. The procurement procedures and the prior review thresholds have been determined keeping in view the procurement capacity of the implementing agency and the public procurement environment in the country.

56. Procurement for the proposed program will be carried out in accordance with the World Bank's *Guidelines: Procurement Under IBRD Loans and IDA Credits* (May 2004); and *Guidelines: Selection and Employment of Consultants by World Bank Borrowers* (May 2004), and the provisions stipulated in the Legal Agreement. Goods procured under this project would include vehicle and equipment. The procurement will be undertaken through international competitive bidding using the Bank's Standard Bidding Documents (SBD). Works procured under this project, would include: rehabilitation of school and administrative buildings. The procurement will be done through national competitive bidding using the Bank's SBD for small works agreed with (or satisfactory to) the Bank. The small valued contracts estimated to cost not more than US$ 50,000 equivalent may be procured through the community contracting procedures, described in Appendix II. Consultants' Services would include Technical Assistance contracts for human resource development and policy development. Short lists of consultants for services estimated to cost less than $ 50,000 equivalent per contract may be composed entirely of national consultants in accordance with the provisions of paragraph 2.7 of the Consultant Guidelines. For services exceeding US$ 200,000, preferred method of selection will be Quality and Cost Based Selection (QCBS) and for less than US$ 200,000, selection by Consultants Qualifications (CQ) may be adopted.

57. With respect to each contract for works estimated to cost the equivalent of $100,000 or more, the first two contracts for rehabilitation of the urban school buildings, the first contract for rehabilitation of the Provincial Education Department building and the first contract for the rehabilitation of the peri-urban school building will be subject to IDA's prior review. With respect to each contract for goods estimated to cost the equivalent of $100,000 or more will be subject to IDA's prior review. With respect to each contract for the employment of consulting firms estimated to cost the equivalent of $100,000 or more will be subject to IDA's prior review.

Financial Management

58. No Country Profile of Financial Accountability or Country Financial Accountability Assessment has been prepared for Afghanistan. However, IDA has gained substantial insight from several ongoing projects that support public administration capacity building in Afghanistan. The overall assessment is that though the country's financial management system is not fully functional, the government has made significant progress in putting in place a basic

public expenditure management system at the Ministry of Finance, including fiduciary oversight functions. IDA and several other donors will continue to provide technical assistance for capacity building of all line ministries in financial management over the medium term. Details of the financial management arrangements are in Appendix I.

Environmental and Social Safeguards

59. The proposed EQUIP has been prepared under the Bank's *Operational Policy 8.50 Emergency Recovery Assistance*. The Environmental and Social Safeguard Framework developed for emergency projects in Afghanistan will be applied. The program is classified as environmental category "B." As a result of more than two decades of conflict, the exodus of trained personnel, low salaries, and the lack of exposure to new approaches, Afghanistan's institutional capacity is weak, especially in such specialized areas as safeguard policies. To address this issue, IDA is preparing a technical assistance project on safeguard issues for key ministries including the Ministry of Education.

A. BACKGROUND AND RECENT DEVELOPMENTS

Country and Sector Background

1. Afghanistan is now at a critical point in its history. Significant gains made in the past two years of reconstruction need to be consolidated, the Afghan people are eagerly awaiting to see more tangible results on the ground, and the country is to transition from an emergency recovery to a longer-term nation building and reconstruction. After 23 years of conflict, the Afghan people are working with a strong sense of urgency to restore peace and prosperity. They have installed a transitional national government, held a national assembly - the Loya Jirga - and approved a new constitution after broad consultations with Afghan citizens.

2. On the economic front, much has been achieved in the past two years. A successful currency reform has resulted in a single, stable currency. Fiscal policy has remained conservative with a no-overdraft policy. The government has established the system for a national budget, and prepared a development framework and vision for 2015 to guide the country's reconstruction. There are signs of economic recovery.

3. Despite significant steps forward, the situation remains fragile with security problems encountered almost daily. Afghanistan remains one of the poorest and longest-suffering countries among the members of the World Bank Group. Three quarters of the population lives on incomes less than US$ 2 a day. Greater and faster progress in reconstruction will require sustained assistance from the international community.

4. With scarce natural resources in the country, quality education is a critical ingredient for poverty alleviation and economic growth in Afghanistan. The future of the country depends on investment in the education sector to significantly improve its performance. The demand for education after the fall of Taliban has continuously exceeded expectations and the capacity of supply. Many teachers do not receive their salaries on time and have received little or no training, but they continue to come to schools and teach as best they can. This demand, and teachers' commitment to education, constitute a critical force for rebuilding the education system. However, without a timely response and support, such enthusiasm may not last and a golden opportunity may be lost.

5. Afghanistan has had considerable success in increasing enrollments since 2002. More than three million students were enrolled in Grades 1-12 in 2002 - nearly twice as many as the 1.7 million that the government and development partners had expected. In March 2003, the enrollment increased to 4.2 million students in grades 1-12, of whom 3.9 million (91 percent) were in primary schools. This figure is by far the largest in the history of Afghanistan (Figure 1).

Appendix I

FINANCIAL MANAGEMENT, DISBURSEMENT, AND AUDIT ARRANGEMENTS

Country Issues

1. The World Bank has gained significant experience and understanding of the financial management issues in Afghanistan from implementing multiple projects over the past 24 months. The overall assessment is that although the country's financial management system is not yet fully functional, especially for managing donor projects, appropriate institutional and program-specific mitigation measures are being taken for the proposed Education Quality Improvement Program. These measures will help to ensure fiduciary financial accountability for program funds.

2. In an effort to strengthen key institutions, the World Bank is financing a Financial Management Agent to assist the Ministry of Finance, an Audit Agent to assist the Control and Audit Office, and a Procurement Agent to assist in Procurement-related activities. USAID and the Indian Aid Assistance Programme are also financing a team of consultants and advisors to assist the Da Afghanistan Bank in local as well as foreign currency operations.

Strengths

3. The commitment of the Islamic Republic of Afghanistan towards accountability and transparency in its operations is one of its strengths because it provides confidence to IDA management with regards to accountability and transparency in the utilization of funds. Through the engagement of the Financial Management Agent, the government is now in a position to ensure proper accounting for local payments. The government has also put in place additional mechanisms including: (a) the Special Disbursement Unit (SDU) under the Treasury Department for disbursements and maintenance of Afghanistan Management Information System (AFMIS) which entails recording of all governmental transactions and a centralized payment system; (b) the Development Budget and External Relations (DBER) Unit under the Budget Department for overall management and reporting of all donor projects; and (c) the Cash Management Unit under the overall charge of the Treasury Department to account for all income and manage cash resources.

4. The strengths specific to proposed program include the engagement of a Financial Management Specialist assisting the Grant Management Unit (GMU) within the Ministry of Education (MOE). This is important because the program involves a number of agencies and consultants and a designated person is needed to ensure proper financial management arrangements for these agencies. Another strength is the mobilization of a Counterpart Chief Financial Officer (CCFO), retained under the Strengthening Financial Capacity project (funded by Afghanistan Reconstruction Trust Fund), to support budgeting and financial management of the Ministry of Education as a whole. The CCFO will work closely with the government-[illegible]ed Chief Financial Officer/Finance Manager in the Ministry to help strengthen its capacity to manage its reconstruction and development program, including donor-financed

projects. GMU will develop a Project Implementation Manual with a section on "Funds Flow and Financial Management" which addresses procedures as well as internal controls of various aspects of the funds flow, the funds transfer mechanism, disbursement to communities/Parent Teachers Associations/School Management Committees, and fund management at these levels.

Weaknesses

5. Like all projects in Afghanistan, this program might be affected by weaknesses associated with evolving Afghan institutions and systems for financial management, reporting, auditing, and banking. There are severe shortages of experienced and trained in-country finance professionals in central agencies including the Ministry of Finance as well as in the Ministry of Education, and even more so at the province and district levels.

6. From the perspective of financial management, the main weakness is lack of financial management capacity within the Ministry of Education. One reason is that financial management systems in the MOE and most other ministries are not geared to manage foreign grants and to interact with donor agencies. However, the creation of the Grant Management Unit, engagement of financial management specialist, appointment of a CCFO, and a counterpart manager and staff will address this weakness. It will be important for the CCFO not only to work with the GMU, but also with the accounting/finance department in MOE to expose them to international financial management arrangements.

7. In conclusion, the financial management arrangements, including systems, processes, procedures, and staffing are considered adequate to support this program, subject to the implementation of the proposed action plan.

Implementing Ministry/Agency

8. The Ministry of Education, through its central, provincial, and district departments, will be responsible for the overall management of the program. The Grant Management Unit within the MOE, with assistance from Advisors including the Financial Management Specialist, will be responsible for overall project monitoring, reporting, and financial management. Provincial Education Departments will be responsible for managing School Grants (Component 1) in each province. In the field, MOE's Department of Construction will provide technical guidance relating to school construction and rehabilitation carried out through School Grants.

9. The Teacher Training Department of the MOE will be responsible for the technical aspects of human resource development (Component 2). When necessary, MOE will contract out technical support (e.g., community mobilization) to strengthen the provincial and district capacity to deliver the school-based program in participating provinces. The GMU with assistance from advisors, will be responsible for procurement of goods, works, and services with assistance from the government central procurement unit in the Ministry of Reconstruction.

Funds Flow

10. Program funds will be deposited in a Special Account (SA) to be opened and maintained at the Da Afghanistan Bank (DAB). Special Account, in keeping with current practices for other

projects in Afghanistan, will be operated by the Special Disbursement Unit (SDU) of the Treasury Department within the Ministry of Finance. The SA will be funded initially based on a Payment Application request. Subsequent applications for replenishment to the Special Account will be submitted monthly.

11. The Ministry of Education will make requests to SDU for payments from Special Account funds. Payments will be made out of the Special Account on the basis of approved contracts entered into by MOE, PEDs, and DEDs with contractors, consultants, NGOs, Parent Teachers Associations, and School Management Committees. In addition to payments out of the Special Account, MOE may also request the SDU to make direct payments for Components 2 and 3 to NGOs and consultants, and special commitments for contracts covered by letters of credit in accordance with World Bank procedures.

12. All project payments pertaining to Technical Assistance (TA) forming part of component 2 and 3 will be made to either international firms/individuals or local firms/individuals. They will have bank accounts in either DAB, a local commercial bank, or an overseas bank. All project payments will be made either through bank transfers directly into the accounts or else by check payment. The bank account details of TA consultants will be obtained at the time of finalizing contracts.

13. Operating expenditures for workshops, transportation, and other items forming part of component 2 and 3 will be paid to the GMU from the SA based on an invoice from GMU providing details of the expenditures. The first such payment will be for an advance on the basis of a "No Objection" from the Task Team Leader.

14. *Component 1 - School Grants*: These payments will be made out of the SA based on proposals outlined in advance using the current funds flow system that is used for the government operational budget. This system entails disbursement of funds in Provinces through *mustofiats*.[4] The complete disbursement protocols along with detailed procedures has been prepared by SDU in consultation with MOE and DBER and will be in place prior to disbursement under this component. The funds flow includes these broad steps:

(a) MOE prepares a project code sheet which clearly allocates budget codes under which payments can be requested by MOE from MOF/*mustofiats*.
(b) MOE submits a funding request to SDU and advises Provincial Education Departments of the details.
(c) SDU instructs DAB (or other bank where the SA is located in Kabul) to transfer funds to respective Provincial Education Development budget bank account.
(d) SDU advises allotment of budget (B20) to the respective mustofiat.
(e) MOE advises PEDs of spending details.
(f) PEDs submit Form M-16 in an agreed format to their local *mustofiats* requesting payments.
(g) *Mustofiats* release payments to PEDs, which in turn release funds to DEDs for disbursement to Parent Teachers Associations/School Management Committees.

[4] *Mustofiat* is a branch of the Ministry of Finance at the Province level

(h) PEDs compile expenditure reports for school grants in their respective Provinces and forward them to the GMU, MOE in Kabul. GMU compiles this information in a simple spreadsheet or database for the entire program.
(i) *Mustofiats* record all payments to DEDs in M-21 (expenditure ledger) and provide T-8 (bank reconciliation) and M-23 (expenditure report) on a monthly basis to SDU.
(j) *Mustofiats* send payment report (M-23) to SDU to enter into AFMIS.
(k) SDU provides a monthly project expenditure report to MOE.
(l) MOE reconciles reports received from GMU and SDU.
(m) MOE prepares quarterly Financial Management Reports based on such reconciliation and submits to DBER for consolidation which is responsible for submission to IDA.

15. A pilot project under the existing Emergency Education Rehabilitation and Development Project is expected to be undertaken in Badakhshan Province. Based on lessons learnt in that pilot, disbursement protocols and procedures for this project will be finalized.

Systems

16. The proposed program will rely on government systems supplemented by project-specific arrangements to record project financial transactions in an electronic format using simple spreadsheet and/or database applications. This will enable the GMU in the MOE to readily retrieve the financial information required to produce the quarterly Financial Monitoring Reports (FMRs) in formats to be agreed with IDA. These systems, when fully implemented, are considered adequate to support the financial management requirements of EQUIP.

Staffing and Training

17. The Grant Management Unit is headed by a director who reports to the Minister of Education. The GMU is responsible for the managing special education grants, developing management capacity, preparing the Ministry's Development Budget, and coordinating all donor assistance to the Ministry.

18. The staffing requirements of GMU along with job descriptions for each position have been assessed by MOE and are found to be adequate. GMU is in the process of filling the positions through external support as well as appointing government staff. There is a need to fill the positions of financial management specialist and database administrator prior to program disbursements. Currently, international consultants from the CCFO project, and several development partners are assisting the government staff in GMU to perform these functions. The CCFO and the counterpart manager and staff will be in place to oversee the financial management aspects of the program.

19. The Special Disbursement Unit in the MOF, supported by the Financial Management Agent staff, will prepare withdrawal applications, take steps to transfer/make payments, undertake project accounting, and prepare SOEs and financial statements.

20. To strengthen the staffing capacity of SDU, recently three Afghan nationals with economics degrees and computer and English language skills have been hired. To facilitate project activities and to train new appointees a document entitled "Documentation Guidelines" is available at the SDU. The SDU will bring to the notice of all the implementing agencies (e.g., m*ustofiats*, PEDs, and DEDs) the contents of these guidelines and disbursement protocols and procedures of this program. The SDU will also provide any necessary training and staff orientation.

21. Each *mustofiat* office in provinces is staffed with a head of payments, head of revenues, head of accounting and reporting, and finance officers. A joint IDA and MOF field visit to Badakhshan has been undertaken and the staffing at *mustofiats*, PEDs and DEDs is found to be adequate to manage the operational as well as development budgets of the government. Based on experience with the pilot project in Badakhshan, an assessment will be made whether additional staffing and skills are needed.

22. A training workshop for the staff of *mustofiats* and PEDs for the pilot project in Badakhshan has been carried out by the SDU to explain in detail the flow of funds, disbursement protocols, and procedures. Similar workshops will be held prior to disbursement for this program for a wider group of staff.

Accounting Policies and Procedures

23. The proposed procedures for EQUIP are as follows. The Accounting Office of the MOE prepares supporting documents for expenditures and payment orders (Form M16), receives approval from the Controller (via a pre-payment audit agent of the MOF located in the MOE), obtains final approval of the Minister or designee, and submits documentation to the Treasury Department. The Treasury Department issues a check payable to the Cash Trustee by Da Afghanistan Bank after verification of supporting documents and approvals. The Cash Trustee receives the money from the bank and disburses it to the intended payees. Currently the MOE records transactions based on a single-entry, manual, cash basis of accounting.

24. EQUIP will follow standard government financial management policies and procedures, including the chart of accounts developed by the Financial Management Agent to record project expenditures. The Accounting Department enters these transactions in an expenditures book (Form M20) and prepares a monthly expenditures report on form M22. The MOE receives its operational budget allotments on a quarterly basis from the MOF.

25. The MOE Grant Management Unit will be responsible for coordination with the SDU. It will also be responsible for coordinating financial management activities of implementing agencies with the SDU. Because there will be several agencies involved, it is important that the GMU's responsibilities, functions, and necessary procedures are developed and documented in a brief set of financial management guidelines. These guidelines are expected to be sufficient to cover various aspects of project financial management which the GMU will handle. The guidelines will lay down clear instructions on how different agencies will ensure that necessary fiduciary controls are in place regarding expenditures incurred. It is expected that the guidelines will be ready within three months of the project becoming effective. The guidelines will need to

be authorized by the MOF considering it has the overall responsibility for fiduciary compliance and then approved by IDA.

Reporting and Monitoring

26. For other Bank projects Financial Monitoring Reports (FMRs) are prepared centrally in the SDU of the MOF and then consolidated for the donors by DBER. These FMRs do not provide the necessary information relating to component-wise expenditure as well as correct category-wise breakdowns as this detailed knowledge lies with the implementing agencies. In EQUIP, FMRs will be produced by GMU in MOE which will have adequate data, staff, and systems. GMU will consolidate and reconcile reports received from the PED's and the SDU and prepare quarterly FMRs. MOE will submit FMRs to DBER for consolidation before submission to IDA within 45 days of the end of each quarter.

27. Quarterly FMRs will show: (a) sources and uses of funds by disbursement category and project component; (b) physical progress; and (c) status of procurement activities. The FMR format has been agreed at program negotiations. Annual program accounts will be consolidated centrally in the Treasury Department supported by the Financial Management Agent. Consolidated project financial statements will be prepared for all sources and uses of funds. GMU in MOE will undertake a monthly reconciliation process to address variations between FMRs and annual financial statements.

28. Formats will need to be designed for reporting on statement of expenditures, advances on School Grants, and subsequent payment requests. In addition, formats will need to be developed for reporting to GMU on the physical progress of School Grants. These formats would form a integral part of the Project Implementation Manual. Use of these procedures will allow for adequate recording and reporting of program expenditures.

Audit Arrangements

29. The annual financial statements of EQUIP will be audited by the Auditor General, with the support of the Audit Agent, with terms of reference satisfactory to IDA. The annual program financial statements will include a summary of funds received (from all sources); and a summary of expenditures under the main program components/activities and by main categories of expenditures. The audit of the program accounts will also include an assessment of: (a) the adequacy of the accounting and internal control systems; (b) the ability to maintain adequate documentation for transactions; and (c) the eligibility of incurred expenditures for IDA financing. The audited program financial statements should be submitted within six months of the close of the Afghan fiscal year, i.e. by September 22 of each year. The following audit reports will be monitored in the Audit Reports Compliance System:

Responsible Agency	Audit	Auditors	Due Date
MOF	SOE, Project Accounts and Special Account	Auditor General	September 22

Risks

30. EQUIP is the second development project, after the Afghanistan Stabilization Program, to adopt the government's funds flow mechanism for the operational budget. This program assumes that the Financial Management, Audit, and Procurement Agents are in place to ensure fiduciary financial accountability for project funds. There is a risk pertaining to understanding and functioning of procedures at all levels by the various agencies involved. Adequate orientation and training by SDU and testing of these procedures through a pilot project in Badakhshan will identify and mitigate this risk to a large extent.

Risk	Rating	Mitigation
Procedures will not be followed leading to slow disbursements	Medium	Adequate orientation and training by SDU
Funds may be diverted along the way to multiple entities	Medium	Testing of procedures in an existing project through a pilot project in Badakhshan
Overall Risk Rating	Medium	

Disbursement Arrangements

Allocation of Credit Proceeds (US$ millions)

Expenditure Category	Amount of the Credit Allocations (US $)	Financing Percentage
School Grants: quality enhancement	10.00	100 %
School Grants: infrastructure development	11.00	100 %
Human resource development (training of teachers, principals, DEDs, and PEDs)	8.50	100 %
Institutional Development Grants to MOE, PEDs and DEDs	3.00	100 %
Technical assistance	1.50	100 %
Incremental operating expenses	1.00	100 %
Total	**35.00**	**100 %**

31. *Financing Percentage.* Since the collection of tax revenues has just begun and is sporadic, disbursement percentages have been set at 100 percent with the understanding, however, that MOF will submit withdrawal applications on a net-of-tax basis. IDA will periodically review the tax structure of the government, and decide whether standard disbursement percentages need to be amended and financing percentages amended accordingly.

32. *Disbursement Method.* Disbursements from the IDA grant will be transaction-based (replenishment, reimbursement, direct payment, and payments under special commitments) with full documentation or against statements of expenditures as appropriate.

33. *Use of statements of expenditures (SOEs).* Disbursements will be made on the basis of SOEs for: (a) contracts for civil works costing less than US$ 400,000 equivalent; (b) contracts

for goods costing less than US$ 100,000 equivalent; (c) contracts for individual consultants costing less than US$ 50,000 equivalent; (d) contracts for consultant firms and engineering support costing less than US$ 100,000 equivalent, and (e) all training, audits, workshops, and incremental operating expenses.

34. *Special Account.* A Special Account will be opened and maintained in Da Afghanistan Bank or a commercial bank on terms and conditions acceptable to IDA. This account will be operated by the Treasury Department of MOF in accordance with IDA's operational policies. All payment requests for withdrawals to be made from the Special Account will be initiated by the MOE. The authorized allocation of the Special Account will be set not to exceed US$ 2.6 million.

35. *Minimum application size.* Applications for replenishment of the Special Account will be submitted: (a) at least monthly, regardless of amount; or (b) when the Special Account balance is reduced by 40 percent, whichever comes first. The minimum application size for withdrawal applications for reimbursement, direct payment, or for applications for Special Commitments is 20 percent of the authorized allocation of the Special Account.

36. *Authority to withdraw Grant funds.* The Ministry of Finance will retain the right to sign and submit withdrawal applications to IDA, based on the requests received from the Ministry of Education.

37. *School Grants.* School Grants will receive an advance for their initial installment, which will be replenished on the basis of reported expenditures/SOE for the last installment on a pre-agreed format.

Financial Covenants

Two financial covenants are proposed to be included in the legal agreement for the grant:

- The government will submit to IDA audited annual financial statements of the program, no later than six months after the end of the fiscal year, i.e., by 22 September; and
- The government will produce FMRs and submit them to IDA no later than 45 days following the end of the reporting quarter.

Action Plan

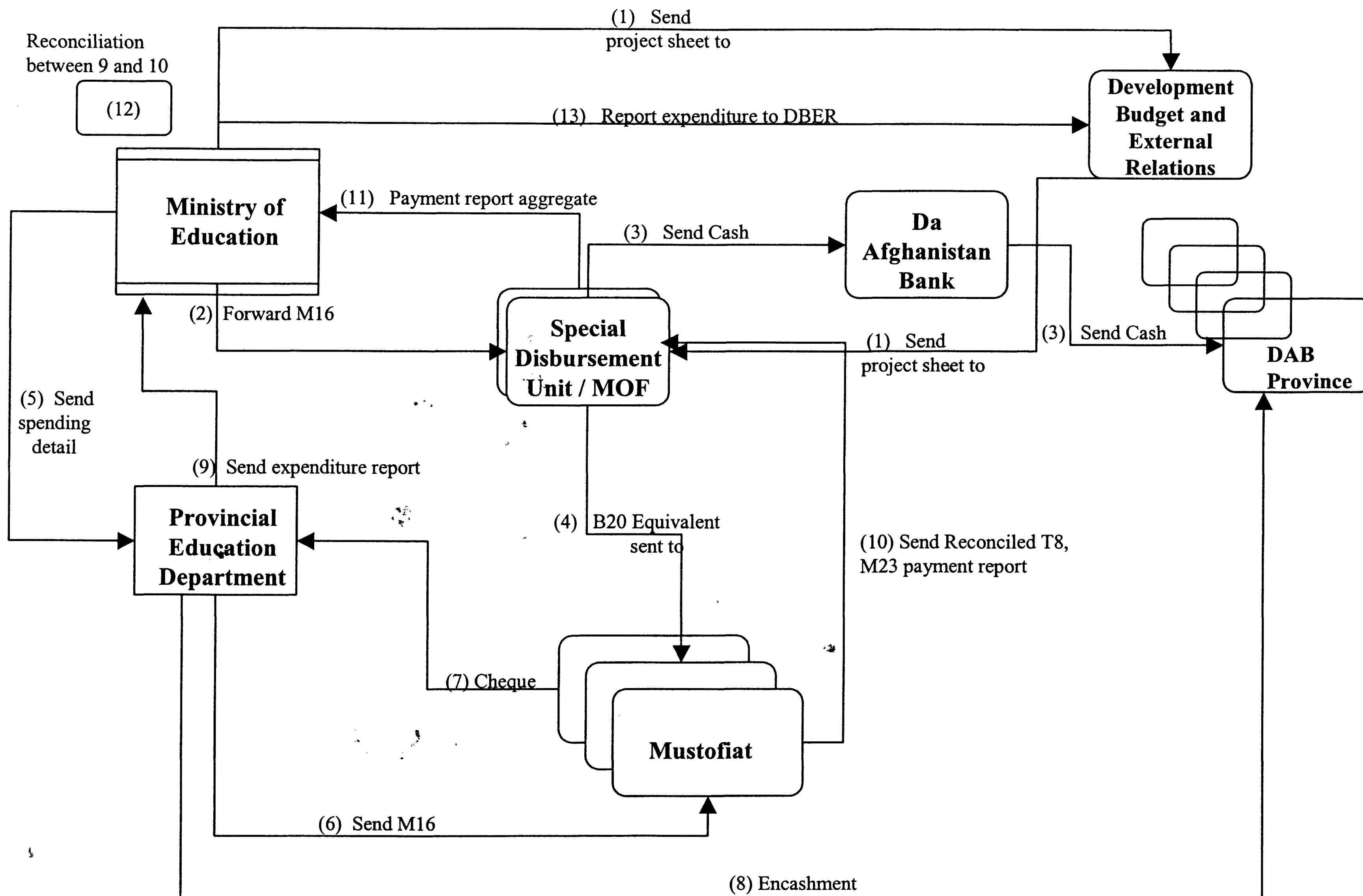
Action	Responsible Agency	Target Date
Confirm Financial Management Report formats	IDA/MOE/MOF	At negotiations
Appoint counterpart staff for financial management with the GMU	MOE	Prior to disbursement
Engage Financial Management Specialist	MOE	Prior to disbursement
Prepare a Program Implementation Manual, including a set of financial guidelines and job responsibilities of the financial management	GMU-MOE	Within three months of program effectiveness.

Action	Responsible Agency	Target Date
person(s) nominated by the MOE along with relevant forms and procedures for disbursements, reporting from PTAs/SMCs, DEDs, PEDs.		
Agree statement of expenditure format of School Grants payments	MOF/MOE/IDA	Prior to disbursement under this component
Agree disbursement protocols/procedures for School Grants	SDU/MOE/DBER	Prior to disbursement under this component
Open a development budget bank accounts in Provinces	Treasury/MOF	Prior to disbursement under this component
Assess staffing levels at *mustofiats*, PEDs, DEDs and schools in terms of financial management capacity based on lessons learnt from Badakhshan Pilot project, and take appropriate actions	MOE/MOF	Within three months of commencement of pilot project in Badakhshan
Train staff of *mustofiats,* PEDs and DEDs on disbursement protocols/procedures and reporting requirements	SDU	Prior to disbursement of grant funds

Supervision Plan

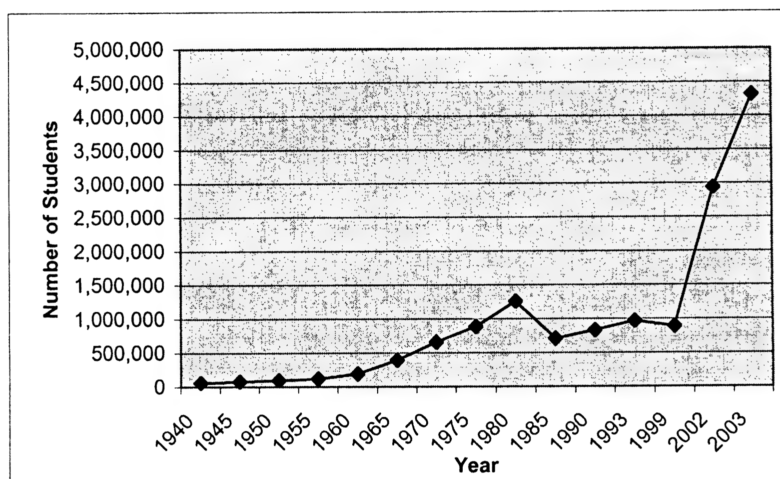
38. The financial management of the program will need intensive supervision, with a focus on the internal control arrangements and the functioning of accounting, financial reporting and auditing. Supervision missions will also review compliance with established procedures and controls, and monitor the training and development of MOE accounting staff.

39. The Financial Management Specialist along with Counterpart Chief Financial Officer (CCFO) and Chief Financial Officer (CFO)/Finance Manager will track progress to enhance the financial management capacities of MOE, PEDs, DEDs, and schools. IDA will review the capacities in order to ensure that they are in compliance. The Financial Management Specialist, along with CCFO and CFO, will look into the progress and adequacy of the financial guidelines to be developed under the project and will provide comments where necessary. The Financial Management Specialist will also track progress being made by SDU and DBER to enhance financial management capacities in expediting payments, accounting, and reporting.



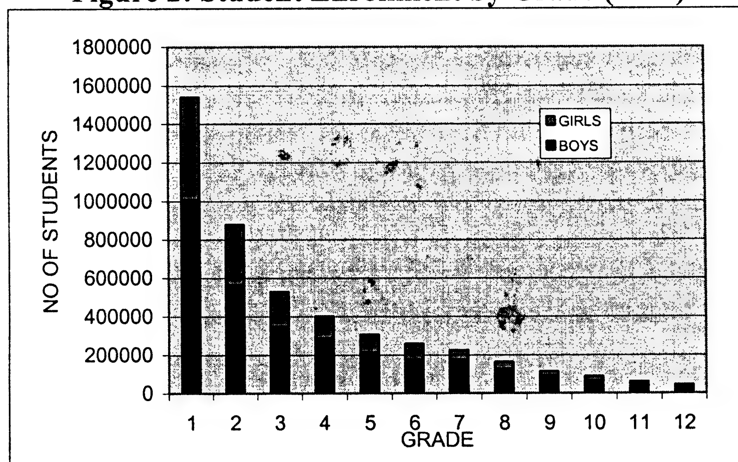
Education Quality Improvement Program (EQUIP): Fund Flow Mechanism
(1) Send project sheet to
Reconciliation between 9 and 10
(12)
(13) Report expenditure to DBER
Development Budget and External Relations
Ministry of Education
(11) Payment report aggregate
(3) Send Cash
Da Afghanistan Bank
(2) Forward M16
Special Disbursement Unit / MOF
(1) Send project sheet to
(3) Send Cash
DAB Province
(5) Send spending detail
(9) Send expenditure report
Provincial Education Department
(4) B20 Equivalent sent to
(10) Send Reconciled T8, M23 payment report
(7) Cheque
Mustofiat
(6) Send M16
(8) Encashment

Figure 1: The Growth of Student Enrollment: Grades 1-12 (1940-2003)



6. This enrollment leap, if it persists, will distort the demographics of the school system for many years, as the bulge of new students moves through the system. Fifty-seven percent are enrolled in grades 1-2. Female participation in primary schools, representing 34 percent of the total enrollment, has exceeded the pre-Taliban period. The aggregate student enrollment by grade for 2003 is shown in Figure 2. Enrollment by province and gender is in Appendix V (Key Statistics in the Education Sector).

Figure 2: Student Enrollment by Grade (2003)



Source: Planning Department, Ministry of Eructation

7. Nevertheless, disaggregated data on net enrollment show stark gender and regional disparities. In few main cities, net enrollment rate is high for both boys and girls; Kabul city, for example has 92 percent of school-age boys and 81 percent of school-age girls enrolled in school. Net enrollment for girls is higher than boys in three locations: Herat city, Badakhshan Province, and Herat Province. These are indeed remarkable achievements. Elsewhere, however, the picture is still bleak. Total net enrollment rate is less than 20 percent in three Provinces -- Badghis, Hilmand and Uruzgan. The net enrollment rate for girls is as low as one percent in

PROCUREMENT ARRANGEMENTS

General

1. Procurement for EQUIP will be carried out in accordance with the World Bank's *Guidelines: Procurement Under IBRD Loans and IDA Credit*s (May 2004), *Guidelines: Selection and Employment of Consultants by World Bank Borrowers* (May 2004), and the provisions stipulated in the Legal Agreement. The general description of various items under different expenditure category are described. For each contract to be financed by the Grant, the procurement or consultant selection methods, estimated costs, prior review requirements, and time frame are agreed between the recipient and the Bank team in the Procurement Plan. The Procurement Plan will be updated at least every 18 months or as required to reflect the actual program implementation needs and improvements in institutional capacity.

Procurement of Works

2. Works to be procured under the proposed program will include rehabilitation and construction of school buildings and administrative buildings. Procurement will be carried out using the Bank's Standard Bidding Documents (SBD) for Small Works agreed with or satisfactory to the Bank. The small-value contracts estimated to cost not more than US$ 50,000 equivalent may be procured through the following procedures:

- School Management Committees to execute the works by employing labor and by procuring the needed materials through shopping by inviting quotations from local vendors; or
- The whole or part of the work to be awarded to qualified local contractors after inviting quotations (at least three quotations must be obtained).

The detailed descriptions of the above procedures are provided in the procurement plan.

3. In case of emergencies or to complete any unfinished works without disrupting other ongoing operations, the Force Account method may be applied, up to an aggregate value of US$ 500,000.

Procurement of Goods

4. Goods to be procured under this program will include vehicles and equipment. They will be procured using Bank's Standard Bidding Documents for all International Competitive Bidding (ICB) and National Standard Bidding Documents agreed with or satisfactory to the Bank.

Selection of Consultants

5. Consultants' Services include technical assistance contracts for Human Resource and Institutional Development component (training of teachers, principals, DEDs and PEDs), support for policy development, facilitation agencies for school grant activities and Monitoring and Evaluation. Short lists of consultants for services estimated to cost less than US$ 50,000 equivalent per contract may be composed entirely of national consultants in accordance with the provisions of paragraph 2.7 of the Bank's *Consultant Guidelines*. For services exceeding US$ 200,000, preferred method of selection will be Quality and Cost Based Selection (QCBS) and for less than US$ 200,000 selection by Consultant Qualifications (CQ) may be adopted. For selection of Individual Consultants (IC), IC guidelines may be followed.

Assessment of the Implementing Agency's Capacity to Implement Procurement

6. The Grant Management Unit (GMU) of Ministry of Education will have the overall responsibility for procurement under the project, with the assistance of the Procurement Unit in the Ministry of Reconstruction.

7. Actions agreed to mitigate the risks involve:

- Procurement will primarily be carried out by the Government Central Procurement Unit in the Ministry of Reconstruction with technical inputs from the GMU;
- GMU will hire at least two local procurement staff as soon as possible. The local procurement staff will be deputed to the Procurement Unit to get on-the-job training; and
- The procurement staff will take part in future training courses on procurement, arranged under the government's initiative for procurement capacity building.

Procurement Plan

8. The Recipient, at appraisal, developed a Procurement Plan for program implementation which provides the basis for the procurement methods. This plan has been agreed between the Recipient and the Bank Team and is attached below. The Procurement Plan will be updated in agreement with the team every 18 months or as required to reflect the actual project implementation needs and improvements in institutional capacity.

Frequency of Procurement Supervision

9. In addition to the prior review supervision to be carried out from the Bank team, the capacity assessment of the Implementing Agency would recommend two supervision missions per year to visit the field to carry out post-review of procurement actions.

Details of the Procurement Arrangement

Goods and Works and Non-Consulting Services

Ref. No.	Contract (Description)	Estimated Cost of Each Unit (US$)	Procurement Method	Review by Bank (Prior / Post)	Expected Bid Opening Date
WORKS					
1	Urban School Buildings (about 25 units)	100,000	NCB	Prior review for first two contracts	May 2005 onwards
2	Provincial Education Department buildings and equipment (about 8 units)	65,000	NCB	Prior review for first contract	May 2005 onwards
3	Peri-urban school buildings (about 25 units)	51,000	NCB	Prior review for first contract	May 2005 onwards
SMALL WORKS					
1	Basic school buildings (about 25 units)	16,000	Community-based contracting (refer to the procurement plan)	Post review	
2	Improved school buildings (about 175 units)	32,000	Community-Based Contracting (refer to the procurement plan)	Post review	
3	Resource Center (about 30) and District Education Department buildings (about 20)	10,000/ 15,000	Price quotations (at least three quotations for each contract)	Post review	
GOODS					
1	Vehicles and motorcycles in lots	231,000	ICB	Prior review	
2	Office Equipment	100,000	NS/IS	Post review	

ICB: International Competitive Bidding
IS: International Shopping

NCB: National Competitive Bidding
NS: National Shopping.

Because of the small value, none of the works contracts would require pre-qualification of bidders.

10. With respect to each contract for works estimated to cost the equivalent of US$ 100,000 or more, the first two contracts for rehabilitation of the urban school buildings, the first contract

for rehabilitation of the Provincial Education Department Building and the first contract for the rehabilitation of the Peri-urban School Building will be subject to IDA's prior review.

11. With respect to each contract for goods estimated to cost the equivalent of US$ 100,000 or more will be subject to IDA's prior review.

Consultancy Assignments

Ref. No.	Description of Assignment	Estimated Cost (US$)	Selection Method	Review by Bank (Prior/Post)	Expected Proposals Submission Date
1	TA for human resource development	250,000	QCBS	Prior Review	October 2004
2	Facilitation Agency for school grants in 5 provinces	250,000 per province	QCBS	Prior Review	December 2004
3	TA for policy development (a)	100,000	CQ	Post review	October 2004
4	TA for policy development (b)	100,000	CQ	Post review	October 2005
5	TA for policy development (c)	100,000	CQ	Post review	October 2006
6	National Financial Management Specialist in GMU-MOE	60,000	CQ	Post review	September 2004
7	National Procurement Specialist in GMU-MOE	60,000	CQ	Post review	September 2004
8	National EQUIP coordinator	75,000	CQ	Post review	September 2004

QCBS: Quality and Cost Based Selection CQ: Consultants Qualifications

12. With respect to each contract for the employment of consulting firms estimated to cost the equivalent of US$ 100,000 or more will be subject to IDA's prior review.

Procurement Plan

Goods and Works and Non-Consulting Services

1. *Prior Review Threshold:* Procurement Decisions subject to Prior Review by the Bank as stated in Appendix 1 to the Guidelines for Procurement:

Procurement Method	Prior Review Threshold (US$)	Comments
ICB (Goods)	100,000	
NCB (Goods)	100,000	
NCB (Works)	100,000	The first two contracts for rehabilitation of the urban school buildings, the first contract for rehabilitation of the Provincial Education Department building and the first contract for the rehabilitation of the peri-urban school building will also be subject to IDA's prior review.
NS/IS (Goods)	100,000	

Procurement Packages with Methods and Time Schedule

Ref. No.	Contract (Description)	Estimated Cost of Each Unit (US$)	Procurement Method	Review by Bank (Prior/Post)	Expected Bid Opening Date
			WORKS		
1	Urban school buildings (about 25 units)	100,000	National Competitive Bidding	Prior review for first two contracts	May 2005 onwards
2	Provincial Education Department buildings and equipment (8 units)	65,000	National Competitive Bidding	Prior review for first contract	May 2005 onwards
3	Peri-urban school buildings (about 25 units)	51,000	National Competitive Bidding	Prior review for first contract	May 2005 onwards
			SMALL WORKS		
1	Basic school buildings (about 25 units)	16,000	Community-based contracting	Post review	
2	Improved school buildings (about 175 units)	32,000	Community-based contracting	Post review	

Ref. No.	Contract (Description)	Estimated Cost of Each Unit (US$)	Procurement Method	Review by Bank (Prior/Post)	Expected Bid Opening Date
3	Resource center (about 30) or District Education Department (about 20) buildings	10,000/ 15,000	Price quotations (at least three quotations for each contract)	Post review	
			GOODS		
1	Vehicles and motorcycles in lots	231,000	International Competitive Bidding	Prior review	
2	Office equipments	100,000	International Shopping/Nationa l Shopping	Post review	

2. Procurement procedures for community-based contracting are detailed under Procurement Procedures for Community Based Contracting.

Selection of Consultants

3. *Prior Review Threshold:* Selection decisions subject to Prior Review by IDA as stated in Appendix 1 to the Guidelines Selection and Employment of Consultants:

Selection Method	Prior Review Threshold	Comments
Competitive Methods (Firms)	US$ 100,000	

4. *Short list comprising entirely of national consultants:* Short list of consultants for services, estimated to cost less than $50,000 equivalent per contract, may comprise entirely of national consultants in accordance with the provisions of paragraph 2.7 of the Consultant Guidelines.

Consultancy Assignments with Selection Methods and Time Schedule

Ref. No.	Description of Assignment	Estimated Cost (US$)	Selection Method	Review by Bank (Prior/Post)	Expected Proposals Submission Date
1	TA for Human resource development	250,000	QCBS	Prior review	October 2004
2	Facilitation Agency for school grants in 5 provinces	250,000 per province	QCBS	Prior review	December 2004
3	TA for policy development (a)	100,000	CQ	Post review	October 2004

Ref. No.	Description of Assignment	Estimated Cost (US$)	Selection Method	Review by Bank (Prior/Post)	Expected Proposals Submission Date
4	TA for policy development (b)	100,000	CQ	Post review	October 2005
5	TA for policy development (c)	100,000	CQ	Post review	October 2006
6	National Financial Management Specialist in GMU-MOE	60,000	CQ	Post review	September 2004
7	National Procurement Specialist in GMU-MOE	60,000	CQ	Post review	September 2004
8	National EQUIP coordinator	75,000	CQ	Post review	September 2004

QCBS: Quality and Cost Based Selection CQ: Consultants Qualifications

Implementing Agency Capacity Building Activities with Time Schedule

5. The agreed capacity building activities are listed below.

No.	Expected Outcome/Activity Description	Estimated Cost (US$)	Estimated Duration	Start Date
TA 1	*Regional professional* to prepare training manuals, train engineers and supervisors, prepare illustrated community construction manual, assist in all technical activities of Department of Construction/MOE	250,000	2 years	Sept. 2004
TA 2	*National professional* Counterpart to TA1, assist in all technical activities of Department of Construction/MOE	12,000	2 years	Sept. 2004

Procurement Procedures for Community Based Contracting

6. The small-value works contracts estimated to cost not more than US$ 50,000 equivalent may be procured through either of the following two options:

Option 1: School Management Committee to execute the works by employing labor and by procuring the needed materials through shopping by inviting quotations from local vendors; or

Option 2: The whole or part of the work to be awarded to qualified domestic contractors after inviting quotations (at least three quotations must be obtained).

Option 1:

7. Under this option, small works up to US$ 50,000 will be executed by the School Management Committee (SMC) and the committee will primarily be responsible for procurement of construction materials and labor.

8. A simple procurement plan for these works shall be developed by SMC and would be provided with the proposal to the District Education Department (DED). The plan must take into account the items proposed to be purchased, quantity, estimated cost of purchase for each item and the preferred option for procurement process.

9. To assist communities with procurement as well as to monitor the economy of goods procured at the local level, the DED will develop and maintain a Standard Price List for construction raw materials and labor pertaining to rehabilitation works. The Standard Price List will include costs of most types of items purchased at the community level. The List should be obtained from authentic sources such as Ministry of Public Works could be prepared by the DED based on actual survey of the markets in the local area and should be updated regularly.

10. The School Management Committees will maintain proper records and pertinent documents for all procurement done in relation to the rehabilitation works.

11. *Direct Purchase for Goods or Materials:* When the market price of an item is less than or equivalent to the unit price of that item in the Standard Price List and the total cost of that item is less than US$ 1,000 equivalent, then the SMC can procure that item directly from a qualified supplier.

12. *Local Shopping for Goods or Materials:* When the market price of an item is more than the unit price of that item in the Standard Price List or the total cost of that item is more than US$ 1,000 equivalent, then the SMC will invite quotations from the reputable suppliers and will procure from the supplier offering the lowest price. The invitation for quotation shall indicate the description and quantity of the goods or materials, as well as desired delivery time and place. Sufficient time should be provided for submission of quotations. Factors such as quality, availability, and transportation costs must be taken into account in determining the lowest offer. In order to have wider notification, the invitation for quotation can also be advertised through the local methods such as, public announcement, by placing notices in the common places, announcement in the community meetings, announcement during *Jumma* prayers, in the local newspapers or in the radio, etc.. This method will also be used for purchasing materials that is not included in the Standard Price List. Whether prices are reasonable will be ascertained by comparing prices with the standard price list effective at the time of purchase.

13. *Hiring of Labor:* The needs for skilled labor such as mason, carpenters, bricklayers, painters, electricians, and plumbers etc will be estimated before the start of the work. The standard pay rates for labor as obtained from Ministry of Public Works or any other authentic source should not be exceeded in any case.

14. *Storage:* Storage space must be secured against theft and waste of materials. The School Management Committee must balance the need to buy materials in advance so as not to disrupt the works against the shelf life of perishable items such as cement. A stock record-keeping

system (including designating persons responsible for stock management, record-keeping of stocks in storage, and transfers of materials to works) should be implemented where materials are not kept on site, are stored for more than a day, or are allocated to a contractor. The store keeper should be a person who is not involved in the purchase of the goods to be stored.

Option 2:

15. *Procurement of Works through Price Quotations:* Under this option, a selected contractor will be responsible for completion of the entire rehabilitation works. In this process, the SMC will invite quotations from the qualified local contractors and will award the contract to the one offering the lowest price. To assure competitive prices, at least three quotations must be obtained from different contractors. The invitation for quotation shall indicate the specifications of works, as well as desired completion time. Sufficient time should be provided for submission of quotations. In order to have wider notification, the invitation for quotation can also be advertised through the local methods such as, public announcement, by placing notices in the common places, announcement in the community meetings, announcement during *Jumma* prayers, in the local newspapers or on the radio.

Appendix III

CONSTRUCTION OF EDUCATION FACILITIES

Overview of the Building Construction Scene

1. After a prolonged period of war and widespread damage the re-construction process is underway in Afghanistan, albeit in a haphazard way. The construction industry comprises many small entrepreneurs, who have returned to the country after the turmoil, and a small number of larger firms now involved in basic rebuilding works in one way or another. The infusion of international agencies and other donor funding via their projects is also creating momentum and placing demands on a still limited pool of expertise and contractor capacity. Salaries and wages for professionals and those with technical and artisan skills are being bid up and are steadily rising.

2. The industry is constrained by the shortage of professional and technical skills to design and manage construction projects. Despite a growing private small scale consulting industry, the main reservoir of architectural and engineering expertise is still within government. Many of these government professionals are reportedly being employed part-time in the growing private sector. Some of the more experienced also have positions in consulting companies and these firms in turn have direct association with construction companies including through ownership. Skills, technology and management approaches are generally outdated and heavily linked to reinforced concrete construction.

3. The availability of materials for typical reinforced concrete works does not seem to be problematic. Local agents can reportedly meet the market demands for cement and steel reinforcing bars and conventional steel sections principally from Russia, Pakistan, and Iran. However, timber is in very short supply, and the local supply of poles used in traditional roof construction is tight. Better quality timber is costly and imported from Russia. Fabrication facilities for steel building materials are available but on a small scale.

School Facilities Situation

4. MOE data shows that 7,145 government registered schools existing at present in Afghanistan's 34 provinces and that almost all need some kind of construction, whether addition of new classrooms, rehabilitation or repair. Many schools are operating in tents and have no permanent buildings. In Logar province, for example, out of 171 schools, only 17 have proper school buildings and the others are operated in tents, private houses and mosques. In 2002, it was estimated that the government-run schools formed about 70 percent of all "learning spaces" in the nation; other learning spaces are non-formal schools, including community schools, home-based schools, mosques and NGO schools. The non-formal schools are created, financed and managed by local citizens.

5. Learning spaces constitute an important element for quality improvement in education. There is little doubt that provision of even minimum standards of classroom space at all levels of the system will continue to be an urgent challenge for at least the next decade. In 2002, the

Badghis and Zabul. The table in Appendix V shows the net enrollment ratio in 2003 for total, boys and girls by Province and cities in descending order.

8. The education sector in Afghanistan faces a multitude of issues:

- ***Improving the quality of education:*** While no output indicators (student learning achievement, completion rates, etc.) are available to ascertain the current status of quality of education in Afghanistan, the available input indicators (teachers' background, curricula, textbook quality and availability, conditions of physical learning space, time on task, etc.) strongly suggest that quality is poor. The lessons learned from other post-conflict countries suggest that an early focus on the quality of education – not only access – is key for rebuilding the education sector. Students should be equipped with well-developed literacy and numeracy and skills in problem solving, team building, critical thinking, and effective communications.

- ***Narrowing gender and regional disparities*:** While girls account for 34 percent of total enrollment in aggregate due to high enrollment in Kabul city, wide gender disparities are persistent in many southern provinces such as Paktika, Paktya, Khost, Kapisa, Hilmand, Urzugan, Kandahar, Zabul and Ghor where girls represent less than 15 percent of the total enrollment. Limited supply of learning spaces, particularly in appropriate geographical proximity to girls, and lack of female teachers are major factors constraining girls' education. A policy framework and strategies need to be developed to increase access to education, especially for girls in rural areas, in a cost-effective and phased manner.

- ***Strengthening the role of communities and schools*:** Many communities and schools have sustained education at the local level one way or another for decades in Afghanistan. It is imperative to strengthen the capacities of schools and communities to manage their own affairs to ensure that all children enroll and complete schooling. Poor communications, transportation, and financial infrastructure raise the importance of strengthening community- and school-based management. A clear selection criteria for school principals has been lacking and their functions have been underutilized. The school principals selected on a merit basis should be trained to perform the roles of an instructional leader and an administrator to strengthen school-based management.

- ***Defining the role of the Ministry and building its capacity*:** The Ministry of Education (MOE)'s view on its role has evolved during the past two years. At the beginning of the Transitional Islamic State of Afghanistan, MOE emphasized its role as a direct provider of services and educational inputs (e.g., printing press and a furniture workshop in MOE). The Ministry has now begun putting more stress on its role in policy formulation and in regulating and monitoring service delivery by others, including NGOs and the private sector. This change needs to be commended and reinforced together with appropriate capacity building of Provincial Education Departments (PEDs) and District Education Departments (DEDs).

number of children in schools was estimated at 3 million (Grades 1-12) including over-age students, and 30 percent of students were girls. However, gender disparity varied significantly depending upon District; while the net enrolment ratio of female students was 1 percent in Badghis, the share of girls enrolment in Kabul city was as high as 45 percent. The average *size* of school varies considerably between provinces, from about for example 260 pupils in Bamyan to 772 in Herat and in excess of 1,500 in Kabul City. Informal schools are also considerably smaller. Given that the ideal approach would be to have girls schools within walking distance of the village and often within the community itself, schools tailored to attract girls enrollment in rural areas may well need to be small and classroom spaces used for multi-grade teaching. Also, given that 50 percent of students enrolled in schools were in Grades 1 and 2 in 2002, the annual demand of classroom spaces will be very high over the next few years as the enrollment bulge moves through the system to upper grades.

Criteria for School Financing Eligibility

6. School Grants financing will be used as far as possible to achieve education quality improvement objectives. Grants are in two parts (a) Quality Enhancement; and (b) Infrastructure Development. Selection for part (b) will be from registered government schools in up to ten participating provinces and will be prioritized as follows:

(a) Girls' schools;
(b) Schools with both boys' and girls' shift/sections; and
(c) Boys' schools willing to open shift/sections for girls.

Strategy to Increase Provision of School Facilities

7. The government education system in the immediate post war period was weak, it had very limited capacity to plan and even less to implement. Government fund flow mechanisms were basically non-functional. As a result, donor inflows to the sector were routed extensively through and directly managed by NGO's and other bilateral and multi-lateral programs. The start-up of these interventions has been difficult and slow and the combined output of schools by June 2004 is estimated at a disappointing 169 new units representing about 1200 classrooms. In addition about 270 schools appear to have been rehabilitated.

8. These approaches to school building, while well intentioned and perhaps appropriate in a country emerging from crisis, largely bypassed the Ministry of Education and had minimal impact on its capacity. In the meantime, the basic education structure has gradually become operational. The administrative system is staffed at the provincial and district levels, but the technical capacity to support any substantial school building program is lacking outside Kabul. The EQUIP strategy to increase school output over time is to:

- Promote the use of community-managed school grants in ten provinces to finance physical facilities in about 250 targeted schools, and basic maintenance through education quality interventions in about 1,500 others;
- Create the necessary technical resources in participating provinces to guide and help communities to manage their school improvement programs;

- Seek early activation of government financing mechanisms to allow provinces and districts to play an effective role in school rebuilding and expansion; and
- Use NGOs to facilitate education capacity building at the local level.

MOE Department of Construction (DOC) Reforms, and Facilities Implementation under the Community Grant Program

9. At the provincial level, educational facility matters are at present nominally handled by the Provincial Education Department. These departments presently have very few engineers or building-related professionals. During the appraisal process for EQUIP, discussions were held with the MOE's Department of Construction (DOC) regarding its reform agenda and possible support to the EQUIP community school grants program.

10. For many years organized as a department that built schools throughout Afghanistan, DOC is currently being reorganized to perform a technical advisory and backstopping role. It will be responsible for:

- Setting up, implementing, monitoring, and evaluating standards of physical space, environment, and services for design, construction, rehabilitation, and maintenance of schools and other educational facilities;
- Facilitating school planning and programming, and preparing maintenance strategies and plans at the provincial, district, and community levels;
- Preparing plans and evaluating/assessing plans received for donor financing;
- Coordinating physical facility planning, development, and research support for the Ministry of Education (survey, inventory, annual plans, etc.);
- Overseeing the management and implementation procedures of the schools and facilities construction program of government and donors;
- Supporting Provincial Education Departments with technical human resources, guidelines and training, and technical backstopping;
- Prototype design, piloting, and in-situ testing of innovations in planning, design, construction, and associated processes and procedures;
- Preparation of manuals and training packages for management, supervision, construction, and maintenance of physical facilities.

11. The Department of Construction (DOC) agreed to take on a technical role in overseeing and supporting the implementation and monitoring of construction of schools and other educational facilities under EQUIP, working closely with the ten Provincial Education Departments that are expected to be supported by the program. The following functional units will be created:

- Central Construction Coordination Unit: This will be a small unit headed by a skilled professional on contract terms, and staffed by four or five professionals (one architect, one structural engineer, one facilities surveyor, one engineer trainer, drafting staff, and other support staff). EQUIP will fund technical assistance to the unit, primarily from regional and/or national sources.

- Engineering support units within provincial education departments: In each province supported by EQUIP, DOC will form a small unit with at least one engineer/architect and two/three technicians/supervisors and an office assistant. To ensure maximum coordination with the educational quality objectives of EQUIP, the unit will be co-located with education quality personnel working on the school grant program. DOC recognizes the potential difficulty of retaining staff at the new units and will make every effort, through selection and appropriate deployment from Kabul, to match staff preferences with their assignment locations. Staffing will include new appointments and redeployment from within DOC. The technical staff will remain DOC personnel for the initial year. The effectiveness of this arrangement will be reviewed at the end of year one and the Ministry.

Facility Standards and Design Options

12. Four variants of school size, space standards, and construction systems were agreed with MOE. The distribution among the four types covering about 250 schools is provisional until survey data and SMC formation is available. The basic description of each type is as follows:

a) Rural Basic: School Grants (US$ 16,000) will be made to about 10 percent of the target schools. These are remote schools where the communities choose to use traditional building materials for expediency. This approach will use the small classroom standard (4.3 x 7m) for a school with five rooms (three classrooms, one book/resource room, and one teacher/principal's office/meeting room); it will use the traditional timber roof construction with limited strengthening for earthquake resistance. Walls could be traditional mud construction or pressure-molded soil block, fired brick, or stone in mud mortar. The school will be provided with latrines, water system where water is available, boundary walls, and mat furnishing from within the grant. The required community participation component will be at least 10 percent of the grant. Construction will be managed by the school management committee at the community level, following procurement and price guidelines.

b) Rural Improved: School Grants (US$ 32,000) are expected to be made to about 60-70 percent of the target schools. These schools will use an improved classroom standard (5 x 7.5m) for a school with five rooms (three classrooms, one book/resource room and one teacher/principal's office/meeting room). They will have a "double roof" flat structure with steel or concrete binder and appropriate uprights and ties for earthquake resistance, possibly combined with a traditional timber roof if desired by the community. Walls will typically be fired brick, or stone in mud mortar. Other appropriate materials tested in the initial pilot phase, such as stabilized earth blocks, may be used. Schools will be provided with latrines, water system, boundary walls, and furniture from within the grant. The required community participation component will be about 10 percent of the grant. Construction will be managed by the school management committee at the community level following procurement and price guidelines.

c) Peri-Urban Conventional: School Grants (US$ 50,000) will be made to about 10-20 percent of the target schools. Construction will use the urban classroom standard (6 x 8m) for a school with five rooms (three classrooms, one book/resource room and one teacher/principal office/meeting room); it will use a conventional urban construction standard with steel or concrete for earthquake resistance. Walls will be blocks, fired brick, or stone in lime-cement mortar. Schools will be provided with latrines, water system, boundary walls, and furniture from within the grant. The required community participation component will be at least 10 percent of the grant. Construction will be managed by the school management committee, which will be required to publish notice for bids at the community/village level and to select contractors on the basis of at least three quotations, as per procurement guidelines.

d) Urban Standard Conventional: School Grants (US$ 100,000) will be made to a maximum of 10 percent of the target schools. These will use the urban classroom standard (6 x 8m) for a school with ten rooms (eight classrooms, one book/resource room and one teacher/principal's office/ meeting room); they will use a conventional urban construction standard with steel or concrete for earthquake resistance. Walls will typically be fired brick, blocks, or stone in lime-cement mortar. Schools will be provided with latrines, water system, boundary walls, and furnishing from within the grant. The required community participation component will be at least 10 percent of the grant. Construction will be managed by the school management committee which will be required to publish notice for competitive bidding at the provincial level, among contractors approved by the engineering support units within provincial education departments, as per procurement guidelines.

13. The first category of schools is not expected to be large in number and would be primarily for remote locations where access is problematic. If schools selected for the other categories of grant have a student population of more than 500, they will be eligible for an additional per capita grant for physical facilities improvements.

Donor Education Facilities Activity

14. Several NGOs and donors support the work of the Ministry of Education. The Swedish Committee for Afghanistan (SCA), CARE, International Organization for Migration (IOM), USAID (Louis Berger Group), JICA, and UNOPS are engaged in building and rehabilitating schools. Some NGOs provide external support also to provincial and district education departments for construction. At the level of individual schools, communities have been the main recipients of external support.

15. According to the Department of Construction of MOE, 600 new schools are under construction. Few if any schools have been built directly by provincial and district education departments.

16. MOE is currently reaching an agreement with the National Solidarity Program on additional school construction.

Status of School Construction Supported by NGOs/Donors

Donor/ Donor-funded NGO	Past Achievements	In progress (2003)	2004 Targets
Swedish Committee of Afghanistan (SCA)	236 schools over 22 years	-	8 standard schools
UNOPS (for UNICEF)	130 schools in 2002. 22 delayed on to 2003	231 (66 all new rooms and rest rehabilitations)	-
JICA	Trial constructions 7 in Khandahar city and 6 in Kabul		32 schools
CARE	2 or 3 classroom schools: 60 since 1994	4 units in Logar and 5 in Bamyan	Not set: 6 further pilots estimated
International Rescue Committee (IRC)	-	11 schools in five provinces	1 reconstruction 3 rehabilitations
USAID (Louis Berger Group)		26 ongoing construction, with 52 scheduled for completion by September 2004	The original target of 1100 is being adjusted

MULTI-STAKEHOLDER TEACHER EDUCATION PROGRAM (TEP)

1. The proposed EQUIP will help to finance Afghanistan's Teacher Education Program, which is a systematic and comprehensive approach to address teacher education requirements. The program includes the development of teaching standards and a unitary teacher education curriculum as well as a national in-service training system and a national pre-service teacher education system. The collaborating agencies for the program include the Academic Council on Education, Ministry of Education, Ministry of Higher Education, Denmark, JICA, UNICEF, USAID, the World Bank, and the Teachers' College of Columbia University.

Vision

2. Teacher Education Program (TEP) is looking at a classroom in Afghanistan in the near future. Students are interested, busy and motivated. Students are doing creative work. Students are solving problems and making decisions. Students are sharing knowledge with other students.

3. This is being facilitated by a teacher who:

- Is competent and knows the subject s/he is teaching
- Is following the MOE curriculum
- Can relate the lessons to the student's own lives
- Has a lesson plan and uses it
- Can manage the class effectively
- Can communicate effectively
- Can assess the learning needs of students and respond to them
- Provides learning tasks appropriate to different levels of learners

4. The community is involved in the activities of the school and parents have formed a bond with the teacher to support the students.

Objectives

5. The objectives of TEP are to develop:

- National teaching standards;
- A unitary teacher education curriculum;
- A national in-service training system that provides continuous training and support for all teachers; and
- A comprehensive national pre-service training system, including institutional accreditation system, and individual teacher certification.

Institutional Arrangement

6. A small core team of 8-10 Afghan professionals will be constituted to develop the Teacher Education Program. An external consultant will facilitate their work.

7. A situation analysis team will be assembled to rapidly collect/collate existing information and data of relevance to the effort. The core team will supervise this work, analyze the information available, and draw implications for policy/program recommendations.

8. A national resource group of around 60 experienced trainers, faculty members from academic institutions, and NGOs will develop the in-service program and plan the development of teacher resource centers. Members of this group may be drawn from provincial-level institutions that may be able to train the teacher resource center trainers. The national resource group will train 1,500-1,800 trainers from all over the country, preparing them to conduct in-service training for teachers and to carry out continuous follow-up activities. The group will also be responsible for monitoring the quality of training at the field level.

9. All the above teams will report to an Advisory Committee, comprising representatives of the Academic Council on Education, Ministry of Education, Ministry of Higher Education, and key development partners. This body will meet periodically to assess progress, offer suggestions, and facilitate coordination as may be needed.

10. The trainers in teacher resource centers will be selected from among teachers and NGO workers, on the basis of an assessment conducted by the national resource group at the provincial level. These trainers may be viewed as extended faculty of the provincial/district level institutions, and their career development paths designed accordingly.

TEP Development Process

11. The development phase of TEP is envisaged in three stages, with each stage culminating in a larger sharing or roundtable.

Stage 1:

- Core team develops an approach/vision/key principles/considerations. Undertake initial discussion of teachers' standards.
- Situation analysis team assembles the information/research needed for assessing teacher education needs and resources. In addition to desk studies of available data, some field trips will be carried out.
- Core team analyzes the above information and draws implications for TEP/policy recommendations.
- Hold a first sharing workshop with the larger stakeholder group to discuss the emerging situation analysis and implications/possible recommendations and agree on key issues, recommendations, and strategic directions.

Stage 2:

- Draft policy framework and strategic plan.
- Draft training standards.
- Propose certification procedures.
- Hold second sharing workshop to agree upon the above.

Stage 3:

- Develop final draft of TEP, including detailed implementation plans listing roles/ responsibilities, processes/activities, schedules.
- Propose coordination mechanisms.
- Hold third sharing workshop, to agree on the above and launch the implementation of TEP.

Possible Contents of TEP

Context:

- Current policy environment (the 12-year plan, Report of the Independent High Commission, and other key documents), and key directions emerging from them
- Vision, approach, principles, philosophy, considerations, and implications
- The types of contexts of education and the preferred pedagogy for schools and other learning centers (i.e., more learner centered, and accelerated/responsive/differential)
- Situation Analysis and Implications (key needs of teachers, trainers, supervisory and administrative personnel, institutions, structures, resources already available and those that need to be built, etc.)
- Desired standards of teacher and school performance
- Implications of the above, especially in terms of changes that need to be made, priorities that need to be addressed, and what presently exists that needs to be built upon rather than replaced

Policy on Professional Aspects:

- Qualifications, recruitment, deployment, working conditions, career growth, accountability issues
- Longer-term development of teachers
- Implications for action, or what needs to be done by whom in order to achieve the changes agreed upon above – in terms of strategic directions, processes, activities

Training - Core Elements:

- Curricular framework
- Methods (the preferred training methodology/ies – e.g. participatory, experiential, differential)

- Materials
- Evaluation
- Institutional arrangement
- Time frame
- Implementation Plan

Training – Delivery Issues:

- The types of teacher training (e.g., in-service/pre-service, face-to-face/distance education, the kind of priorities required, the choices that need to be made available to teachers)
- Delivery modes/systems
- Linkages between in-service, pre-service and ongoing professional development training programs
- Teacher support and follow up systems/monitoring and feedback
- Trainer support/quality assurance/program evaluation/impact assessment
- Standards of training (i.e., standards for delivery of training, its assessment, and follow up)
- Certification procedures
- Implementation plan

Institutional Development and Governance Issues:

- Roles, responsibilities and performance standards of institutions in keeping with the above
- Capacity building requirements/institutional development plan
- Governance reforms, including monitoring of performance of institutions
- Monitoring and evaluation, and research

In-Service Training

12. Given the urgent and massive need for teacher development, it is critical to develop and launch a rapid, high-impact countrywide in-service teacher training program. At present there are around 125,000 teachers in place, with some 40,000 posts yet to be hired. In-take of the existing teacher training institute is approximately 1500, which is clearly inadequate to meet the needs of tens of thousands of teachers. This is likely to become even more acute once new curriculum and textbooks are in place.

Key Components of an In-Service Teacher Development Program

13. An in-service program would comprise of four components:

- Short training workshops at the district or sub-district level (located in the Teacher Resource Centers);
- Developing Teacher Resource Centers to perform follow-up activities;
- Periodic teacher support materials; and

- Implementing School Improvement Plans (Component 1 of EQUIP).

Short-term Training Workshops

14. Short but intensive in-service workshops that are experiential and participatory in nature tend to have more impact on teacher performance than longer academic and lecture-based courses. It is therefore proposed that teachers be oriented through short, countrywide in-service programs held simultaneously over two-three months in teacher resource centers at the district or sub-district level. Trainers located at the centers could then devote the rest of the academic year to follow-up, including school visits/mentoring, monthly meetings of teachers at the centers to share experiences and help peers, and distribution of teacher support material as needs arise. A yearly cycle of a workshop plus intensive follow-up activities will be established.

15. A perspective plan could be developed for these short in-service programs, with different years focusing on key objectives for systemic improvement. A sample of such a progression is indicated below:

Year	Focus
Year 1	Focus on active learning pedagogy within existing circumstances, acceleration of learning and introducing new textbooks / curriculum)
Year 2	Focus on new curriculum and textbooks, strengthening subject understanding of teachers
Year 3	Focus on new curriculum and textbooks, increasing understanding of classroom organization and planning
Year 4	Focus on evaluation, planning, school management and community
Year 5	Focus on action research, to enable local problem solving and thus prepare ground for reduction in or phasing out of centralized training input.

16. Outcomes of teachers' in-service training are expected to be measurable in classrooms and schools, using a set of sequenced indicators. Impact assessment will be an ongoing strand in the training workshops activity.

Teacher Resource Centers (TRC)

17. Teacher resource centers are proposed to be established for groups of around 200-300 teachers each. The centers will require a space where meetings can take place and teaching materials can be kept. A classroom in an existing school at district level may be used for this purpose, or if necessary, additional space may be built as an adjunct to a school.

18. The major input required will be human resources, rather than physical space. The centers will require the full or part-time appointment of coordinators - drawn from among teachers themselves - whose main functions will be to:

- Conduct in-service training workshops;
- Undertake follow-up visits to schools to enable teachers to put their training into practice effectively and provide on-site support as necessary;

Government Strategy

9. The government's vision is to provide good quality education for all regardless of gender, ethnicity, language, religion or location, and to provide opportunities for secondary education of an international standard to build skilled human resources which are able to meet the private-sector driven national development and reconstruction objectives.

10. To pursue this vision, the Ministry of Education aims to promote broad-based participation by all levels of government - national, provincial, and district - as well as schools and communities in taking responsibility for planning and delivering education services. The goal is to gradually put in place systems of mutual accountability between levels of government and communities for ensuring that schools perform well. An accompanying goal is to incrementally delegate greater decision making and spending authority to districts, communities and schools. All stakeholders will assume responsibilities for frank evaluation of how the system is performing and for taking corrective actions when required.

11. The MOE has embarked on the "Priority Reform and Restructuring" process to streamline and strengthen key functional departments of the MOE: teacher training and curriculum development. In addition, the Ministry is currently reforming its overall structure to match the new policy – focus on the quality of education and separating the core business of teaching-learning with support functions.

B. BANK'S RESPONSE AND STRATEGY

Transitional Support Strategy Framework

12. The reconstruction strategy developed by the government of Afghanistan forms the framework within which the Bank's Transitional Support Strategy (TSS) has been prepared. Developed in consultation with the government and other stakeholders, the TSS puts forward priorities for Bank financial and non-financial assistance based on the areas of comparative advantage of the Bank. The Transitional Support Strategy focuses on four strategic areas: (a) improving livelihoods; (b) fiscal strategy, institutions and management; (c) governance and public administration reform; and (d) enabling private sector development.

13. When the transitional strategy was prepared in March 2003, it was not envisaged that the Bank would be involved in the education sector beyond the ongoing Emergency Education Rehabilitation and Development Project, on the assumption that the education sector would be well funded by other donors. The situation has evolved differently since then. Donors committed only US$ 77 million against the US$ 250 million education development budget for FY1382 (March 2003-March 2004), leaving a huge funding gap. The Ministers of Finance and Education requested the Bank (in writing, in October 2003) to support the preparation of an education program on an urgent basis to be financed by IDA and other donors. The proposed program is consistent with the outcome objectives of the TSS, that is, strengthening communities and providing basic social services to the population.

- Organize monthly meetings to enable teachers to share their experiences, plan together, and provide academic inputs as necessary/planned, based on feedback from schools;
- Provide feedback from the field to pedagogic institutes, teacher training colleges, University of Education, the Teacher Training Department of the Ministry of Education, and the Academic Council on Education, enabling them to undertake measures such as developing support material for teachers and conceptualize future training inputs.

Periodic Teacher Support Material

20. Since no training program can take account of all the (present and likely future) needs of teachers, it will be appropriate to use the feedback mechanism to decide on the nature of ongoing support. Teacher support material could be created and provided through the teacher resource centers. The coordinators could also ensure that the material is actually read and used. Similarly, radio programs being created for teacher training could make use of the feedback to align themselves to teachers' needs.

Appendix V

KEY STATISTICS IN THE EDUCATION SECTOR

Table 1: Net Enrollment Ratio 2003: Children of age 7-13

Descending order by Province/City

Both Sex (%)		Boys (%)		Girls (%)	
KABUL CITY	87	KABUL CITY	92	HERAT CITY	88
HERAT CITY	86	MAZAR CITY	86	MAZAR CITY	85
MAZAR CITY	85	KABUL TOTAL	86	KABUL CITY	81
KABUL TOTAL	76	HERAT CITY	84	BADAKHSHAN	69
HERAT TOTAL	73	PARWAN	84	HERAT TOTAL	67
BADAKHSHAN	72	KAPISA	82	KABUL TOTAL	67
KUNDUZ CITY	72	BALKH TOTAL	82	KUNDUZ CITY	64
JALALABAD CITY	72	BAGLAN	82	JALALABAD CITY	63
BALKH TOTAL	71	BALKH RURAL	81	BALKH TOTAL	60
BAGLAN	70	JALALABAD CITY	79	BAGLAN	58
BALKH RURAL	68	HERAT TOTAL	79	HERAT RURAL	55
KAPISA	67	KUNDUZ CITY	78	LAGMAN	54
HERAT RURAL	66	KONAR	78	BALKH RURAL	54
KONAR	63	HERAT RURAL	76	KAPISA	47
LAGMAN	63	BADAKHSHAN	75	KONAR	47
SAMANGAN	57	WARDAK	75	SAMANGAN	43
PARWAN	57	PAKTIYA	74	FARYAB	41
NANGAHAR TOTAL	54	LOGAR	72	NANGAHAR TOTAL	39
TAKHAR	53	LAGMAN	71	TAKHAR	39
WARDAK	51	SAMANGAN	68	KUNDUZ TOTAL	36
FARYAB	51	KABUL RURAL	68	KANDAHAR CITY	35
KANDAHAR CITY	51	JAWZJAN	68	NIMROZ	34
KABUL RURAL	50	NANGAHAR TOTAL	68	KABUL RURAL	32
JAWZJAN	49	TAKHAR	65	NANGAHAR RURAL	31
PAKTIYA	49	KANDAHAR CITY	65	NOORISTAN	30
NANGAHAR RURAL	48	NANGAHAR RURAL	64	BAMYAN	30
LOGAR	48	PAKTIKA	64	PARWAN	29
KUNDUZ TOTAL	47	KHOST	63	GHAZNI	28
BAMYAN	44	SAR I POL	63	JAWZJAN	25
SAR I POL	44	FARYAB	62	SAR I POL	25
GHOR	42	GHOR	61	WARDAK	25
KHOST	42	BAMYAN	59	KUNDUZ RURAL	25
GHAZNI	41	KUNDUZ TOTAL	57	LOGAR	24
NIMROZ	39	ZABUL	55	GHOR	20
KANDAHAR TOTAL	38	KANDAHAR TOTAL	55	KANDAHAR TOTAL	19
PAKTIKA	37	FARAH	53	FARAH	19
KUNDUZ RURAL	36	GHAZNI	53	PAKTIYA	16
FARAH	35	KANDAHAR RURAL	49	KHOST	14
NOORISTAN	35	KUNDUZ RURAL	47	HELMAND	11
ZABUL	33	NIMROZ	43	ORUZGAN	10
KANDAHAR RURAL	31	NOORISTAN	40	KANDAHAR RURAL	8
BADGHES	20	BADGHES	36	PAKTIKA	6
HELMAND	19	HELMAND	26	BADGHES	1
ORUZGAN	18	ORUZGAN	25	ZABUL	1

Appendix VI

ENVIRONMENTAL AND SOCIAL SAFEGUARDS FRAMEWORK

Objectives

1. The proposed Education Quality Improvement Program (EQUIP) aims to improve the quality of educational inputs and processes as the foundation for a long-term strategy to enhance the quality of educational outcomes. This will be achieved through: (a) a focus on schools and communities to strengthen their capacity to better manage teaching-learning activities; (b) investment in human resources (teachers, principals and educational administration personnel) and physical facilities; and (c) institutional development of schools, DEDs, PEDs and the MOE. The program also aims to promote education for girls by putting a priority for female teachers and students within each component activity.

Potential Impacts of Various Components

2. Activities under the program should not entail significant and negative environmental and social impacts, provided they are designed and implemented with due consideration of environmental and social issues. Construction activities may cause limited, temporary, and localized negative impacts due to depletion or degradation of natural resources such as stone, earth, water etc. used for school construction if proper environmental management is not carried out at design, construction and operation stages. This can be mitigated through the implementation of an appropriate social and environmental management plan. Capacity building of PEDs and DEDs including physical and institutional management, are likely to have a positive impact on social and physical environment.

3. OP/BP 4.01 is triggered because of school rehabilitation activities. The project will apply the principal Environmental and Social Safeguards Framework (ESSF) for emergency projects in Afghanistan. To limit the extent of these risks, the Framework provides guidelines and codes of practice for an environmental mitigation measures to be incorporated in the design, contracting and monitoring of sub-projects, along with an implementation structure assigning responsibilities to implementing agencies and their consultants, and a capacity building program for social and environmental management. In terms of social impacts, the project falls in the S-2 category of the Guidelines for Land and Asset Acquisition, Entitlements, and Compensation (Attachment 2).

4. No land acquisition is anticipated. In the current socio-political context, there is no clear legal framework to handle involuntary land acquisition, and the local authorities do not have access to funds to purchase land or other assets if land acquisition was to be undertaken. If the government would attempt to acquire any land against the will of those affected (land owners/users), it would have a significant negative social and political impact. Hence, involuntary land acquisition is prohibited. If any minor areas of land would be needed for a school rehabilitation, such land could only be obtained through either private voluntary donations, compensation paid by the community (i.e. transaction between willing buyer-seller), or from available government land. Private voluntary donations and community purchases would be documented as required by the Framework, and for government land, documentation would

be needed that the land is free of encroachments, squatters or other encumbrances, and has been transferred to the project by the authorities.

5. The design for the project defines a strategy, which will ensure that ethnic and religious minority groups are included as beneficiaries, and that their concerns are addressed in compliance with the requirements of OD 4.20. The key elements of this strategy are: (a) the project is national in scale and coverage, and consequently reaches all the country's different ethnic groups, prioritized on basis of which provinces and districts have received less support in the past, (b) the facilitated participatory planning process at the district and school level includes an approach to strengthen the capacities of communities and schools to manage their own affairs. School Management Committees with participation and oversight from communities develop and manage school improvement plans; (c) both internal monitoring and external independent evaluation will assess the inclusiveness of the School Management Committees and thus provide information that would constitute basis for corrective actions, if necessary; and (d) independent monitoring by civil society (NGOs and the press) will provide another mechanism to identify cases where ethnic minorities would have been bypassed or marginalized. The project furthermore defines a clear-cut policy of prioritizing female teachers, girls' schools and enrollment of girls in order to address the widespread gender disparity in the educational sector.

6. If one finds cultural property (archaeological artifacts) during implementation of sub-projects involving civil works, it will be reported to the provincial or district governors, who then will inform the Archaeological Committee.

7. Compliance with the safeguard provisions and the negative list will be ensured through an environmental, social and risk screening procedure (check lists) required for sub-project proposals, and by internal input, process, and output monitoring, independent external monitoring by consultants, and by Bank supervision missions.

Purpose of the Environmental and Social Management Framework

8. Currently social and environmental management in Afghanistan is suffering from critical capacity constraints. Since there is potential for adverse environmental impacts, albeit very limited, from the proposed activities under the EQUIP, their mitigation and management is key to the wholesome rehabilitation and development of the educational sector. Hence, keeping in view the existing management capacity, as well as the flexibility required with investments still to be finalized, a framework approach is adopted for EQUIP. It allows for early identification of potential adverse impacts, without the requirement of rigorous analysis through quantification, and also provides general policies and broad guidance for their effective mitigation, along with codes of practice and procedures to be integrated into project implementation. Consistent with existing national legislation, the objective of the Framework is to help ensure that activities under the proposed reconstruction operations will:

- Protect human health;
- Prevent or compensate any loss of livelihood;
- Prevent environmental degradation as a result of either individual subprojects or their cumulative effects;
- Enhance positive environmental and social outcomes; and,

- Ensure compliance with World Bank safeguard policies.

General Principles

9. Recognizing the emergency nature of the proposed relief and reconstruction operations, and the related need for providing immediate assistance, while at the same time ensuring due diligence in managing potential environmental and social risks, this Framework is based on the following principles:

- The project will support multiple subprojects, the detailed designs of which may not be known at appraisal. To ensure the effective application of the World Bank's safeguard policies, the Framework provides guidance on the approach to be taken during implementation for the selection and design of subprojects, and the planning of mitigation measures;
- All proposed subprojects will be screened to ensure that the environmental and social risks can be adequately addressed through the application of standardized guidelines;
- Project design and subproject selection will aim to maintain regional balance, and equity between ethnic and religious groups, considering variations in population density. Employment opportunities within the projects will be available on an equal basis to all, on the basis of professional competence, irrespective of gender, or ethnic or religious group. The widespread gender disparities in the educational sector is addressed by various measures: (a) the in-service certificate-based training of teachers will give first priority to female teachers; (b) construction and rehabilitation of schools give priority to girls' schools, schools with boys' and girls' sections, and boys' schools which plan to open up sections for girls. In all projects which require consultations with local communities or beneficiaries, gender-separated consultations will be conducted to elicit the views of the female population, along with that of the male population. The establishment of the School Management Committees should ensure a balanced representation of women as well as local minority groups.
- Consultation and disclosure requirements will be simplified to meet the special needs of these operations. Prior to approval by the World Bank Board, this Environmental and Social Safeguards Framework will be disclosed in Afghanistan in Dari and Pashto, and in the World Bank Infoshop.

Safeguard Screening and Mitigation

10. The selection, design, contracting, monitoring and evaluation of subprojects will be consistent with the following guidelines, codes of practice and requirements:

- A negative list of characteristics that would make a proposed subproject ineligible for support, as indicated in Attachment 1;
- Guidelines for land and asset acquisition, entitlements and compensation, presented in Attachment 2;
- Procedures for the protection of cultural property, including the chance discovery of archaeological artifacts, and unrecorded graveyards and burial sites, provided in Attachment 3;

- Relevant elements of the codes of practice for the mitigation of potential environmental impacts, presented in Attachment 4; and
- The requirement that confirmation is received through the Regional Mine Action Center that areas to be accessed during reconstruction and rehabilitation activities have been demined (see Guidelines in Attachment 5).

Responsibilities for Safeguard Screening and Mitigation

11. The overall responsibility of project implementation rests with the MOE. A designated Safeguards Focal Officer will be identified with responsibility for overseeing the implementation of the Environment and Social Safeguards Framework and Management Plan in the MOE.

Capacity Building and Monitoring of Safeguard Framework Implementation

12. The capacity building activity will be implemented under a separate Technical Assistance program for Social and Environmental management. As part of the social and environmental capacity building that will be provided for implementation of IDA-financed operations in Afghanistan, the Safeguards Focal Officer and relevant staff of MOE and implementing agencies/consultants will receive training in the application of the Safeguard Framework. Specialist training modules may be considered after an acceptable level of base knowledge has been established. During supervision of the project, the World Bank will assess the implementation of the Framework, and if required, will recommend additional strengthening.

Consultation and Disclosure

13. This Environmental and Social Safeguards Framework was developed on the basis of an overall Framework for World Bank-funded reconstruction operations which was prepared in consultation with the principal NGOs and development partners participating in reconstruction activities in Afghanistan. Prior to approval of the project by the World Bank, it will be disclosed by the Government in both in both Dari and Pashto, as well as English, and it will also be made available at the World Bank's Infoshop. Since no other separate environmental or social assessments will be prepared for activities under the proposed reconstruction operations, no additional disclosure requirements will apply.

Attachment 1

Negative List of Subproject Attributes

Sub-projects with any of the attributes listed below will be ineligible for support under the proposed emergency reconstruction operations.

<table>
<tr><th>Attributes of Ineligible Subprojects</th></tr>
<tr><td></td></tr>
<tr><td>GENERAL CHARACTERISTICS</td></tr>
<tr><td>Involves the significant conversion or degradation of critical natural habitats. Including, but not limited to, any activity within:

• Ab-i-Estada Waterfowl Sanctuary
• Ajar Valley (Proposed) Wildlife Reserve
• Dashte-Nawar Waterfowl Sanctuary
• Pamir-Buzurg (Proposed) Wildlife Sanctuary
• Bande Amir National Park
• Kole Hashmat Khan (Proposed) Waterfowl Sanctuary</td></tr>
<tr><td>Will significantly damage non-replicable cultural property, including but not limited to any activities that affect the following sites:

• monuments of Herat (including the Friday Mosque, ceramic tile workshop, Musallah complex, Fifth Minaret, Gawhar Shah mausoleum, mausoleum of Ali Sher Navaii, and the Shah Zadehah mausoleum complex);
• monuments of Bamiyan Valley (including Fuladi, Kakrak, Shar-i Ghulghular and Shahr-i Zuhak);
• archaeological site of Ai Khanum;
• site and monuments of Ghazni;
• minaret of Jam;
• mosque of Haji Piyada/Nu Gunbad, Balkh province;
• stupa and monastry of Guldarra;
• site and monuments of Lashkar-i Bazar, Bost;
• archaeological site of Surkh Kotal.</td></tr>
<tr><td>Requires involuntary acquisition of land, or any resettlement of people.</td></tr>
<tr><td>Involves the use of unsustainably harvested timber or fuelwood.</td></tr>
<tr><td>Involves the use of hazardous substances.</td></tr>
</table>

Attachment 2

Guidelines for Land and Asset Acquisition, Entitlements and Compensation

Objectives

1. Land acquisition will be kept to a minimum and no person will be involuntarily displaced under subprojects financed by the proposed emergency reconstruction operations. Subproject proposals that would require demolishing houses or acquiring land should be carefully reviewed to minimize or avoid their impacts through alternative alignments. Proposals that require more than minor expansion along rights of way should be reviewed carefully. No land or asset acquisition may take place outside of these guidelines. A format for Land Acquisition Assessment is attached as Attachment 2(i).

2. These guidelines provide principles and instructions to compensate affected persons to ensure that all such persons negatively affected, regardless of their land tenure status, will be assisted to improve, or at least to restore, their living standards, income earning or production capacity to pre-project levels.

Categorization

3. Based on the number of persons that may be affected by the project (Project Affected People, PAPs) and the magnitude of impacts, projects may be categorized as S-1, S-2, or S-3 projects:

a. S-1 projects are those that will involve the resettlement of more than 200 PAPs and where a full Resettlement Action Plan (RAP) must be produced. Such interventions will be ineligible for support under the proposed emergency reconstruction operations.

b. S-2 projects are those which will involve the resettlement of less than 200 persons. In such cases, the following documentation is required: (1) a land acquisition assessment, (2) the Minutes or record of consultations which assess the compensation claimed and agreement reached, and (3) a record of the receipt of the compensation, or voluntary donation, by those affected (see below).

c. S-3 projects are not expected to have any land acquisition or any other significant adverse social impacts; on the contrary, significant positive social impact and improved livelihoods are expected from such interventions.

Eligibility

4. PAPs are identified as persons whose livelihood, land, structures or other assets are directly or indirectly affected by the project. PAPs deemed eligible for compensation are:

a. those who have formal legal rights to land, water resources or structures/buildings, including recognized customary and traditional rights;

b. those who do not have such formal legal rights but have a claim to usufruct right rooted in customary law;

c. those whose claim to land and water resources or building/structures do not fall within (1) and (2) above, are eligible to assistance to restore their livelihood.

Acquisition of Productive Assets

5. Land acquisition may take place through the following methods:

a. *Voluntary contributions.* In accordance with traditional practices, individuals may elect to voluntarily contribute land or assets and/or relocate temporarily or permanently from their land without compensation.

b. *Contributions against compensation.* A contributor/asset loser considered "affected" will be eligible for compensation from the local community or alternatively from the Government. A PAP shall lodge his/her claim for compensation to the local community representatives/shura head and it shall be verified by the implementing agency. The claim shall be lodged within 2 weeks of completion of the consultations with the concerned community, and before project implementation begins.

c. *Sales transaction.* An asset owner will sell the asset on the basis of prevailing market prices.

6. The proceedings for voluntary contribution, or contribution against compensation, should be documented. The documentation should specify that the land is free of any squatters, encroachers or other claims. A format is attached in Attachment 2(i), which includes a Schedule to be followed to assess any compensation claimed and the agreement reached.

Compensation Principles

7. The project implementing agencies shall ensure that any of the following means of compensation are provided in a timely manner to affected persons:

(1) Project affected persons losing access to a portion of their land or other productive assets with the remaining assets being economically viable are entitled to compensation at replacement cost for that portion of land or assets lost to them. Compensation for the lost assets will be according to following principles:

a. replacement land with an equally productive plot, cash or other equivalent productive assets;
b. materials and assistance to fully replace solid structures that will be demolished;
c. replacement of damaged or lost crops and trees, at market value;
d. other acceptable in-kind compensation;

e. in case of cash compensation, the delivery of compensation should be made in public, i.e. at the Community Meeting.

(2) Project affected persons losing access to a portion of their land or other economic assets rendering the remainder economically non-viable, will have the options of compensation for the entire asset by provision of alternative land, cash or equivalent productive asset, according to the principles in (1) a-d above

(3) A copy of the Contribution of Asset Document or Compensation of Asset Requisition should be passed on to the Provincial/District Judge who will certify the transaction and keep a record hereof.

Consultation Process

8. The implementing agencies will ensure that all occupants of land and owners of assets located in a proposed subproject area are consulted. There will be gender-separate community meetings for each affected *mantaqa/gozar* (urban infrastructure) or village (other projects) to inform the local population about their rights to compensation and options available in accordance with these Guidelines. The Minutes of the community meetings shall reflect the discussions held, agreements reached, and include details of the agreement, based on the format provided in Attachment 2(ii).

9. The implementing agency shall provide a copy of the Minutes to affected persons and confirm in discussions with each of them their requests and preferences for compensation, agreements reached, and any eventual complaint. Copies will be recorded in the posted project documentation and be available for inspection during supervision.

Subproject Approval

10. In the event that a subproject involves acquisition against compensation, the implementing agency shall:

a. not approve the subproject unless a satisfactory compensation has been agreed between the affected person and the local community;
b. not allow works to start until the compensation has been delivered in a satisfactory manner to the affected persons;
c. if more than 200 persons are affected and require compensation, the subproject shall be deemed ineligible for support under the emergency reconstruction operations.

Complaints and Grievances

11. All complaints should first be negotiated to reach an agreement at the local community/village level. If this falls, complaints and grievances about these Guidelines, implementation of the agreements recorded in the Community Meeting Minutes or any alleged irregularity in carrying out the project can also be addressed by the affected persons or their

Table 1: Major Donors in Afghanistan's Education Sector

Donor	Key Areas of Support	Approximate Commitments (year)
USAID	School construction Textbook printing Accelerated learning Radio-based teacher training (for accelerated learning) Capacity building of MOE/MOHE	US$ 150 million (2002-2005)
UNICEF	Back-to school campaign (tent, learning materials) School rehabilitation and construction Curriculum and textbook development Winter/summer teacher training	US$ 35 million (2002-2003) US$ 11.5 million (2004)
Denmark	Curriculum development Textbook printing Teacher training Capacity building School construction	US$ 15 million (2004-2006)
Japan	School construction (in Kabul and Kandahar cities) Equipment for higher education institutions Non-formal education	US$ 15 million (2002-2005)
World Bank	School grants University block grants Training of teachers and principals Support for policy development and Education Management Information System Support for PEDs and DEDs	US$ 15 million (2002-2004) Proposed: US$ 35 million (2004-2009)

Rationale for the Bank's Involvement

14. Support for the education sector at this point in Afghanistan's history – transition from emergency recovery assistance to long-term reconstruction and development – is critical. The Bank's experience in the education sector, in developing as well as other post-conflict countries, positions it well to support the development and implementation of a long-term sector development program with financial and technical assistance.

15. While UNICEF and USAID co-chair the Consultative Group for Education in Afghanistan, the Bank is a focal point for the Technical Working Group for Policy and Reform, which is chaired by the Minister of Education, under the Consultative Group arrangement. This places the Bank in a strategic position to help the Ministry of Education to link policy reform with program implementation as well as to coordinate with other development partners.

Lessons from the first Emergency Education Rehabilitation and Development Project

16. The proposed EQUIP builds on the experiences gained in implementing the Emergency Education Rehabilitation and Development Project, and especially in the use of school/ community grants and in contracting NGOs for community mobilization. Grants for school development are currently being piloted in five provinces, with NGOs and PEDs acting as facilitation agencies. Although the start-up and community mobilization took longer than planned, this decentralized approach and direct support to schools seem to be working

representative at the municipal or district level. If this also fails, the complaint may be submitted to the relevant implementing agency for a decision.

Verification

12. The Community Meeting Minutes, including agreements of compensation and evidence of compensation having been made shall be provided to the Municipality/district, to the supervising engineers, who will maintain a record hereof, and to auditors and socio-economic monitors when they undertake reviews and post-project assessment. This process shall be specified in all relevant project documents, including details of the relevant authority for complaints at municipal/district or implementing agency level.

Attachment 2(i)

Land Acquisition Assessment Data Sheet
(To be used to record information on all land to be acquired)

1. Quantities of land/structures/other assets required:
2. Date to be acquired:
3. Sketch of project land plot, identifying:

Location and area of each individual piece of land/structure involved:	Category of land (private/ communal/ government etc) and Owner(s)*	Current uses	Users	Multiple claimants/users Yes/No	Method of acquisition**
(a)					
(b)					
(c)					

* Provide documentary proof, where available.
** Donation/Acquisition against Compensation/Purchase. This should be determined following consultations with PAPs

In case of Multiple customary claimants/users, specify for each individual piece of land involved:

- Number of Customary claimants:
- Number of Squatters:
- Number of Encroacher:
- Number of Owners:
- Number of Tenants:
- Others (specify): Number:

4. Transfer of title:

- Ensure these lands/structures/other assets free of claims or encumbrances.
- Written proof must be obtained (notarized or witnessed statements) of the voluntary donation, or acceptance of the prices paid, from those affected, together with proof of title being vested in the community, or guarantee of public access, by the title-holder.

5. Describe grievance mechanisms available:

Attachment 2(ii)

Format to Document Contribution of Assets

The following agreement has been made on............................ day of.............................
between...resident of ....(the Owner)
and ....(the Recipient).

1. That the Owner holds the transferable right of ....jerib of land/structure/asset in.....................................

2. That the Owner testifies that the land/structure is free of squatters or encroachers and not subject to other claims.

3. That the Owner hereby grants to the Recipient this asset for the construction and development of ....for the benefit of the villagers and the public at large.

(Either, in case of donation:)

4. That the Owner will not claim any compensation against the grant of this asset.

(Or, in case of compensation:)

4. That the Owner will receive compensation against the grant of this asset as per the attached Schedule.

5. That the Recipient agrees to accept this grant of asset for the purposes mentioned.

6. That the Recipient shall construct and develop the.................................and take all possible precautions to avoid damage to adjacent land/structure/other assets.

7. That both the parties agree that the.................................so constructed/developed shall be public premises.

8. That the provisions of this agreement will come into force from the date of signing of this deed.

____________________________ ____________________________

Signature of the Owner: Signature of the Recipient:

Witnesses:
1.____________________________
2.____________________________
(Signature, name and address)

____
(Attestation by District/Province Judge, Date)

Schedule of Compensation of Asset Requisition

Summary of affected unit/item	**Units to be Compensated**	**Agreed Compensation**
a. Urban/agricultural land (jerib):	____________________	____________________
b. Houses/structures to be demolished (units/jerib):	____________________	____________________
c. Type of structure to be demolished (e.g. mud, brick, etc.)	____________________	Not Applicable
d. Trees or crops affected (units/jerib):	____________________	____________________
e. Water sources affected:	____________________	____________________

Signature of PAP signifying his/her agreement:

Signatures of local community representatives, shura head:

Include record of any complaints raised by affected persons:

Map attached (showing affected areas and replacement areas):

____

(Attestation by District/Province Judge, Date)

Attachment 3

Protection of Cultural Property

1. Physical culture includes monuments, structures, works of art, or sites of "outstanding universal value" from the historical, aesthetic, scientific, ethnological, or anthropological point of view, including unrecorded graveyards and burial sites. Within this broader definition, cultural property is defined as sites and structures having archaeological, paleontological, historical, architectural, or religious significance, and natural sites with cultural values.

2. The proposed emergency reconstruction operations are unlikely to pose a risk of damaging cultural property, as the sub-projects will largely consist of small investments in community infrastructure and income generating activities, reconstruction of existing structures, and minor urban public works. Further, the negative list of attributes, which would make a subproject ineligible for support (Attachment 1), includes any activity that would significantly damage non-replicable cultural property. Nevertheless, the following procedures for identification, protection from theft, and treatment of chance finds should be followed and included in standard bid documents.

Chance Find Procedures

3. Chance find procedures are defined in the law on Maintenance of Historical and Cultural Monuments (Official Gazette, December 21, 1980), specifying the authorities and responsibilities of cultural heritage agencies if sites or materials are discovered in the course of project implementation. This law establishes that all moveable and immovable historical and cultural artifacts are state property, and further:

- The responsibility for preservation, maintenance and assessment of historical and cultural monuments rests with the Archaeological Committee under the Ministry of Information and Culture, which has representation at provincial level.

- Whenever chance finds of cultural or historical artifacts (moveable and immovable) are made the Archaeological Committee should be informed. Should the continuation of work endanger the historical and cultural artifacts, the project work should be suspended until a solution is found for the preservation of these artifacts.

- If a moveable or immovable historical or cultural artifact is found in the countryside of a province, the provincial governor (*wali*) or district-in-charge (*woluswal*) should be informed within two weeks, and they should inform the Archaeological Committee. In case the immovable historical or cultural artifact is found in a city, the provincial branch of the Department of Maintenance of Historical Values of the Ministry of Information and Culture should be informed within two weeks (art. 18). If the find is made within the center, the Archaeological Committee must be informed directly within one week (art. 25).

- Failure to report a chance find within the stipulated time limit will be punished with a fine or imprisonment for a period of one week or up to one month (art. 72).

- If someone intentionally damages a historical or cultural artifact, the culprit shall pay compensation in accordance with the value of the artifact plus be imprisoned for a period of one month to ten years depending on the gravity of the crime (art. 71).

4. In case of a chance find of moveable or immovable historical or cultural artifact, the implementing agency is responsible for securing the artifact from theft, pilferage and damage until the responsibility has been taken over by the relevant authorities as specified above.

5. These procedures must be referred to as standard provisions in construction contracts, when applicable. During project supervision, the Site Engineer shall monitor that the above regulations relating to the treatment of any chance find encountered are observed.

6. Relevant findings will be recorded in World Bank Project Supervision Reports (PSRs), and Implementation Completion Reports (ICRs) will assess the overall effectiveness of the project's cultural resources mitigation, management, and capacity building activities, as appropriate.

Attachment 4

Codes of Practice for Prevention and Mitigation of Environmental Impacts

Potential Impacts	Prevention and Mitigation Measures
Buildings • Rehabilitation and/or construction of school buildings.	
Deforestation caused by: • unsustainable use of timber. • wood-firing of bricks.	• Replace timber beams with concrete where structurally possible. • Ensure fired bricks are not wood-fired. • Where technically and economically feasible, substitute fired bricks with alternatives, such as sun-dried mud bricks, compressed earth bricks, or rammed earth construction.
Injury and death from earthquake:	• Apply low-cost aseismic structural designs.
Disease caused by inadequate provision of water and sanitation:	• Ensure designs include adequate sanitary latrines and access to safe water.
Water Supply for Schools • Repair and rehabilitation of existing piped water schemes. • New or expanded piped water schemes to serve schools. • Installation or rehabilitation of tube wells or dug wells.	
Disease caused by poor water quality: • contamination by seepage from latrines, municipal waste or agricultural areas. • high mineral concentrations. • creation of stagnant pools of water.	• Priorities leak detection and repair of pipe networks. • Chemical and bacteriological testing of water quality from adjacent comparable sources prior to installation of new sources. • Redesign to prevent contamination if adjacent comparable sources are found to be contaminated. • Subsequent monitoring of installed or rehabilitated sources. • Appropriate location, apron and drainage around tube wells and dug wells to prevent formation of stagnant pools. • Provision of cover and hand-pump to prevent contamination of dug wells. • Where pit latrines are used they should be located more than 10m from any water source. The base should be sealed and separated by at least 2m of sand or loamy soil from the groundwater table. • Where nightsoil latrines or septic tanks are built they should be sealed. Outflows should drain either to a soakaway located at least 10m from any water source or be connected to a working drain.

Potential Impacts	Prevention and Mitigation Measures
Depletion of water source: • over-exploitation of aquifers. • hazard of land subsidence.	• Urban interventions and abstraction limits to be planned in the context of groundwater investigations. • Local water use planning (community and technical consultation).
Sanitation for Schools • Latrines	
Contamination of water supplies: • contamination of groundwater because of seepage. • contamination of surface waters due to flooding or over-flowing.	• Where pit latrines are used they should be located more than 10m from any water source. The base should be sealed and separated vertically by not less than 2m of sand or loamy soil from the ground water table. • Where nightsoil latrines or septic tanks are built they should be sealed. Outflows should drain either to a soakaway located at least 10m from any water source or be connected to a working drain. • Maintenance training to be delivered along with new latrines.
Disease caused by poor handling practices of nightsoil.	• Training and health education to be provided to nightsoil handlers where affected by interventions. • Protective clothing and appropriate containers for nightsoil transportation to be provided.
Disease caused by inadequate excreta disposal or inappropriate use of latrines.	• Nightsoil should be handled using protective clothing to prevent any contamination of workers skin or clothes. • Where night-soil is collected for agricultural use it should be stored for a sufficient period to destroy pathogens through composting. At the minimum it should be stored in direct sunlight and turned regularly for a period of at least 6 weeks. • Septic tanks should not be constructed nor septic waste collected unless primary and secondary treatment and safe disposal is available. • Health and hygiene education to be provided for all users of latrines. • Awareness campaign to maintain sanitary conditions.

Attachment 5

Procedures for Land Mine Risk Management

Background

1. The following procedures are designed to respond to the risks caused by the presence of mines in Afghanistan, in the context of:

- *Community rehabilitation/construction works* to be identified and implemented by the communities themselves (for small projects of up to $100,000 each);
- *Small and medium-size works* to be identified by local authorities and implemented by local contractors (for projects up to $5m each);
- *Works to be implemented directly by Government departments/agencies*, without use of contractors;
- *Large works* to be implemented by contractors (for projects above $5m);

2. General comment applying to all following procedures: All risk assessment and clearance tasks shall be implemented in coordination with the Mine Action Center for Afghanistan (MACA). These procedures may need to be amended in the future depending on evolving circumstances.

Procedure for Community-Managed Works

Applicability: This procedure applies to community rehabilitation / construction works to be identified and implemented by the communities themselves (for small projects of up to $100,000 each).

Overall approach: The communities should be responsible for making sure that the projects they propose are not in mine-contaminated areas, or have been cleared by MACA (or a mine action organization accredited by MACA).

Rationale: Communities are best placed to know about mined areas in their vicinity, and have a strong incentive to report them accurately as they will carry out the works themselves.

3. Communities are required to submit a reply to a questionnaire regarding the suspected presence of mines in the area where Bank-funded community-managed projects will be implemented. This questionnaire should be formally endorsed by the Mine Action Program for Afghanistan (MAPA). It will be a mandatory attachment to the project submission by the communities and should be signed by community representatives and the external project facilitator. External project facilitators will receive training from MAPA. Financing agreements with the communities should make clear that communities are solely liable in case of a mine-related accident.

4. If the community certifies that there is no *known* mine contamination in the area, the ministry responsible for the selection of projects should check with MACA whether any different observation is reported on MACA's data base.

- If MACA's information is the same, the project can go ahead for selection. The community takes the full responsibility for the assessment, and external organizations cannot be made liable in case of an accident.
- If MACA's information is different, the project should not go ahead for selection as long as MACA's and community's statements have not been reconciled.

5. If the community suspects mine contamination in the area.

- If the community has included an assessment/clearance task in the project agreed to be implemented by MACA (or by a mine action organization accredited by MACA), the project can go ahead for selection.
- If the community has not included an assessment / clearance task in the project, the project should not go ahead for selection as long as this has not been corrected.
- Mine clearance tasks must be implemented by MACA or by a mine action organization accredited by MACA. Communities will be penalized (subsequent funding by World-Bank funded projects shall be reduced or cancelled) if they elect to clear mines on their own.

Procedure for Small and Medium-size Works Contracted Out

Applicability: This procedure applies to small- and medium-size works to be identified by local authorities and implemented by local contractors (for projects up to $5m each).

Overall approach: MACA (or a mine action organization accredited by MACA) should provide detailed information on the mine-related risks (either based on previously done and updated general survey or on a new general survey) before projects are considered for selection. Only project sites assessed to have a nil-to-low risk would be eligible for selection, unless they have been demined by MACA or by a mine action organization accredited by MACA.

Rationale: Neither local authorities nor local contractors have the capacity to assess the mine-related risks in a systematic way, while they may have incentives to underestimate them.

6. Prior to putting up a project for selection, a general survey should be carried out by MACA (or a mine action organization accredited by MACA) to assess mine-related risks in the area of the project (this should include checking information available in the MACA data base).

7. If MACA provides information suggesting a nil-to-low risk in the proposed project area, the project can go ahead for selection.

8. The contract between the responsible ministry and the contractor will include a clause stating that in case of an accident, legal liability would be fully and solely borne by the

effectively, and have the potential to scale up quickly. It has been observed that communities/schools tend to use grants for school rehabilitation and construction, giving less consideration to other quality-improvement inputs. To pursue a better balance, the proposed school grants under EQUIP will be divided into: (a) quality enhancement, and (b) infrastructure development to ensure support for quality improvements while meeting the demands for learning space.

17. Experience with the ongoing project has underscored the importance of flexibility in project design and implementation arrangements, given that the needs and the context constantly evolve in Afghanistan. The proposed program will build in sufficient flexibility and monitoring mechanisms, and its implementation will be reviewed on a continuing basis to allow the MOE and the government to adjust its implementation strategies and arrangements.

18. The ongoing emergency project has encountered considerable procurement and disbursement delays due to a weak administrative capacity of the Ministry of Education. The situation is slowly improving with the establishment of a Grant Management Unit (GMU) in the MOE. Further streamlining of the process and continuous staff training will be critical to ensure timely implementation of EQUIP.

Lessons from Global/Bank Experience in Education in Post-Conflict Situations

19. The proposed program takes account of lessons from experiences of reconstruction of the education sector in other post-conflict countries.[1] Lessons applicable to Afghanistan include the following.

20. *Conflict generates serious backlogs in education.* Damage to physical infrastructure is relatively easy to rectify. A more difficult challenge is the loss of human and institutional capacity that frequently accompanies conflict. Teacher training frequently collapses, learners drop out, management and policy development break down, and resources are channeled to military expenditure and away from education, leaving schools without textbooks and learning materials, teachers unpaid and schools unsupervised.

21. *Not business as usual.* The added demands created by conflict, the scale of the reconstruction challenge, the urgency of preventing relapse into violence, and the extremely difficult operating conditions call for innovative strategies and programs that address the usual development challenges along with the additional problems created by conflict. Even though many of the development tasks are familiar, education programming in post-conflict societies cannot be "business as usual."

22. *Education is a development activity.* While education may be an important element of humanitarian assistance and critical for child and social protection, it is also, fundamentally, a development activity. It should be oriented towards the country's social, economic, and political development and the longer-term interests of the learners and society.

[1] Peter Buckland. 2004. Draft Working Paper. *"Education and Post Conflict Reconstruction: Challenges and Opportunities."*

contractor.

9. If MACA assesses a potentially high risk in the area (whether due to the presence of mines or uncertainty.

- If the project includes an assessment/clearance task agreed to be implemented by MACA (or by a mine action organization accredited by MACA), it can go ahead for selection based on agreed funding modalities (clearance may be funded either under a contract with a Bank-funded project or under existing donor agreements with the mine action organization);
- If the project does not included an assessment / clearance task, it should not go ahead for selection as long as this has not been corrected.

Procedure for Works to be Implemented Directly by Government Departments/Agencies, Without the Use of Contractors

Applicability: This procedure applies to works to be implemented directly by Government departments/agencies, without use of contractors.

Overall approach: MACA (or a mine action organization accredited by MACA) should provide detailed information on the mine-related risks (either based on previously done and updated general survey or on a new general survey) before works or installation of goods/materials are carried out in any given area. Work would only be allowed to proceed in areas assessed to have a nil-to-low risk, unless they have been demined by a mine action organization accredited by MACA .

Rationale: Government departments and agencies responsible for providing services currently do not have the capacity to assess the mine-related risks in a systematic way, and currently follow a process of consulting with MACA prior to carrying out activities.

10. Prior to carrying out work, the Government department/agency will consult with MACA to assess mine-related risks in the area (this should include checking information available in the MACA data base). If not already done, a general survey should be carried out by MACA (or by a mine action organization accredited by MACA) to assess mine-related risks in the area.

11. If MACA provides detailed information on mine-related risks which suggest a nil-to-low risk in the proposed area, the work can proceed. The Government would be solely liable in case of a mine-related accident.

12. If information provided by MACA cannot support the assessment of a nil-to-low risk in the proposed area (whether due to the presence of mines or uncertainty), works should not go ahead before MACA (or a mine action organization accredited by MACA) carries out the necessary further assessment and/or clearance for risks to be downgraded to nil-to-low, based on agreed funding modalities (clearance may be funded either under a contract with a Bank-funded project or under existing donor agreements with the mine action organization).

Procedure for Large Works Using Contractors

Applicability: This procedure applies to large works to be implemented by large contractors (projects above $5m).

Overall approach: The main contractor should be responsible for dealing with mine-related risks, in coordination with the UN Mine Action Center.

13. As part of the preparation of the bidding documents, a general survey should be carried out by MACA (or a mine action organization accredited by MACA) on all the areas where contractors may have to work (broadly defined). This survey should provide detailed information on mine-related risks in the various areas allowing for an un-ambiguous identification of areas that have a nil-to-low risk of mine/UXO contamination and areas where the risk is either higher or unknown. The survey should be financed out of the preparation costs of the bidding documents.

14. All survey information should be communicated to the bidders (with sufficient legal caveats so that it does not entail any liability), as information for the planning of their activities (e.g., location of campsites, access roads to quarries).

15. Depending on the nature and location of the project and on the available risk assessment, two different options can be used.

Option 1 – Mine clearance activities are part of the general contract

a. Based on the general survey results, a specific budget provision for mine action during construction is set aside as a separate provisional sum in the tender documents for the general contract. As a separately identified item in their bid, the bidders include a provision for a further detailed mine assessment and clearance during construction.

b. On the instruction of the Supervision Engineer and drawing on the specific provisional sum for mine action in the contract, the contractor uses one of several nominated sub-contractors (or a mine action organization accredited by MACA) to be rapidly available on call, to carry out assessment prior to initiation of physical works in potentially contaminated areas, and to conduct clearance tasks as he finds may be needed. The Contractor may also hire an international specialist to assist him in preparing and supervising these tasks. The Contractor is free to chose which of the accredited sub-contractors to use, and he is fully responsible for the quality of the works and is solely liable in case of accident after an area has been demined.

c. To avoid an "over-use" of the budget provision, the Contractor is required to inform the Supervision Engineer in writing (with a clear justification of the works to be carried out) well in advance of mobilizing the mine-clearing team. The Supervision Engineer has the capacity to object to such works.

Option 2 – Mine clearance activities are carried out under a separate contract

a. Specific, separately-awarded contracts are issued for further surveying and/or clearing of areas with a not-nil-to-low risk (under the supervision of the Engineer) by specialized contractors (or a mine action organization accredited by MACA). The definition of the areas to be further surveyed/cleared should be limited to those areas where any contractor would have to work, and should not include areas such as camp sites and quarries/material sites which are to be identified by the Contractor during and after bidding of the works. As a result of these further surveys and possibly clearance works, mine-related risk in the entire contract area is downgraded to nil-to-low.

b. The contract with the general Contractor specifies the extent of the portion of the construction site of which the Contractor is to be given possession from time to time, clearly indicating restrictions of access to areas where the mine risk is not nil-to-low. It also indicates the target dates at which these areas will be accessible. Following receipt of the notice to commence works from the Engineer, the Contractor can start work in all other areas.

c. The general Contractor is invited to include in its bid an amount for mine-security, to cover any additional survey / clearance he may feel necessary to undertake the works.

In case of an accident, a Board of Inquiry is assembled by MACA to investigate on the causes of the accident and determine liabilities. Large penalties should be applied on the Contractor if the Board determines that the accident resulted from a breach of safety rules.

All parties involved in this process are required to closely coordinate with MACA and to provide the Government, local communities, MACA, as well as any interested party the full available information on mine-related risks that may reasonably be required (e.g., maps of identified minefields, assessments for specific areas).

23. *Decentralize the system and encourage parental involvement.* During most conflict situations the energy to sustain delivery of education shifts to communities and schools, and in the early reconstruction phase this energy can provide critical momentum to get schools reopened and the system running again. It is important that efforts to reconstruct the system do not undermine the level of community involvement and participation that is frequently engendered during conflict. Community action, involvement, and ownership will be key to the security and sustainability of reconstruction efforts. Enhancing community participation can promote the effectiveness and efficiency of implementation. Central government can best convince communities of its legitimate leadership through provision of support to communities in ways that empower them. At the same time, mechanisms that deliver resources directly to schools and communities must be progressively integrated into the emerging administrative and monitoring system, to avoid the emergence of parallel bureaucracies.

24. *Acknowledge the importance of ongoing commitment to quality improvement.* The most profound and lasting impact of conflict on education was on quality rather than on access. Post-conflict situations often induce an "access first, quality later" approach. Rebuilding quality is one of the most significant challenges in reconstruction, and should be a consideration from the outset. Quality is a concern of all communities, parents, teachers and students. Strategies to address it are most successful when implemented as an ongoing process rather than as a response to some standard determined historically or externally. Involving communities, parents, and teachers in discussing quality improvement has strong returns in terms of recognizing quality improvement as a process. Discussions about how to improve the quality of learning and of the learning environment are as important in temporary learning spaces under trees or canvas as they are in established systems.

25. *Teachers are the most critical resource in education reconstruction.* It is vital to make early moves to consolidate the teaching corps and ensure their appropriate remuneration, utilization, and training. Conflict usually has profound and negative impact on a country's teacher corps. Frequently dispersed, sometimes killed and often unpaid or underpaid, teacher supply presents a complex array of problems for reconstruction. Reconstruction usually begins with a cohort of existing teachers inherited from previous systems and from community or private initiatives that sprang up during conflict. In the early post-conflict period, qualified teachers may be attracted out of the teaching profession to more rewarding opportunities, while a large number of unqualified teachers may be drawn into the system, creating a need for both rationalization and professional development.

C. PROPOSED PROGRAM

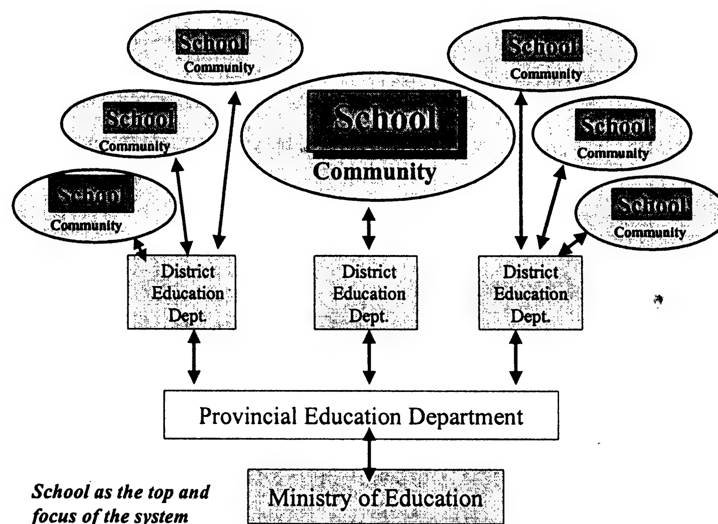
Objective

26. EQUIP aims to improve the quality of educational inputs and processes as the foundation for a long-term strategy to enhance the quality of educational outcomes. This will be achieved through: (a) a focus on schools and communities to strengthen their capacity to better manage teaching-learning activities; (b) investment in human resources (teachers, principals and educational administration personnel) and physical facilities; and (c) institutional development of

schools, DEDs, PEDs and the MOE. The program also aims to promote education for girls by putting a priority for female teachers and students within each component activity.

27. As shown in Figure 3 below, the program aims to put schools at the center of activities and the top of the system whereby PEDs and DEDs and the MOE will be supporting the well-functioning of schools.

Figure 3: School as the Top and Focus of the Education System



Program Description

28. To achieve the objective, the program would finance the following components:

(1) Grants to schools for: (a) quality enhancement; and (b) infrastructure development;
(2) Support to schools through human resources development and institution building for: (a) teacher development programs; (b) school principal selection and training; and (c) capacity building of PEDs and DEDs to strengthen their school support functions; and
(3) Support for policy development and monitoring and evaluation.

29. With IDA grant financing, the MOE plans to roll out the program in ten Provinces (five Provinces from the ongoing emergency education project, and five additional Provinces). As co-financing becomes available the program can be scaled up to other provinces. A summary of component activities are presented in Table 2, followed by a brief narrative explanation.

Table 2: Program Component Summary

Subcomponent	Objective	Coverage & Priority	Implementation Steps
Component 1: School Grants (US$ 21 million)			
1.1 School Grants for Quality Enhancement (*Quality Grant*) (US$ 10 million)	To encourage school-based decision making and resource management through Parent Teacher Associations (PTAs)/School Management Committees (SMCs)[2] and active community participation. To build the capacity of communities and schools to envision and realize effective schools.	Ten provinces (five ongoing plus five new) initially. Expansion is possible with successful implementation and additional funding. The amount of the grant will be decided based on student enrolment (three categories: more than 1,000 students; 500-999 students; and fewer than 500 students). The schools are expected to contribute equal to 10% of the grants provided - in cash, kind or labor.	(1) PTAs/SMCs envision "effective" schools, assess the current situation, and prepare a school development plan; (2) PEDs appraise and approve the school development plan; (3) MOE, through PEDs, or NGOs provides block grants to schools, and schools to contribute 10% of the grant in cash, labor, or kind; (4) PTAs/SMCs implement the plan; communities, teachers, DEDs monitor the progress; and (5) Additional funding would be made available for the following years upon completion of the successful implementation in the first year.
1.2 School Grants for Infrastructure Development (*Infrastructure Grant*) (US$ 11 million)	To rehabilitate and construct schools using upgraded local technology and community participation.	Priority will be given in order of: (1) girls' schools; (2) schools with both boys' and girls' sections/shifts; and (3) boys' schools that intend to open up a section/shift for girls. Ten provinces: five from the ongoing project plus five new provinces.	(1) Department of Construction, MOE develops a menu of design and technology options; (2) DEDs and PEDs prepare a priority list based on the criteria; (3) Eligible schools prepare an infrastructure development plan; (4) PEDs or NGOs provide block grants to schools, and schools contribute 10% in cash, labor or kind; (5) Schools manage the construction with help from PEDs and/or NGOs; and (6) Schools prepare a maintenance plan.

[2] Members from Community Development Councils (CDCs) would be included in PTAs/SMCs where the National Solidarity Program (NSP) is implemented.

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TECHNICAL ANNEX

FOR A PROPOSED GRANT

IN THE AMOUNT OF

SDR 24.0 MILLION

(US$ 35.0 MILLION EQUIVALENT)

TO THE

ISLAMIC REPUBLIC OF AFGHANISTAN

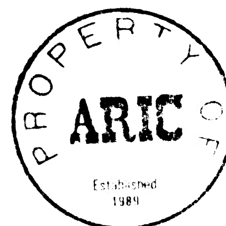
FOR AN

EDUCATION QUALITY IMPROVEMENT PROGRAM ("EQUIP")

July 1, 2004

Human Development Unit
South Asia Region

SOE	Statement of Expenditures
TA	Technical Assistance
TEP	Multi-stakeholder Teacher Education Project
TRC	Teacher Resource Center
TSS	Transitional Support Strategy
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development



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Task Team Leader	:	Keiko Miwa

ISLAMIC REPUBLIC OF AFGHANISTAN
EDUCATION QUALITY IMPROVEMENT PROGRAM ("EQUIP")
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